



Primarys and Pre-School Admissions Policy 2027-28

Reviewed by: Governing Body

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1. Aims

We aim to:

- Make the transition from home/pre-school to school a smooth, happy experience, where children feel confident and secure,
- Enable staff to plan for the smooth running of the whole class throughout the year.

2. Organisation

Reception

- Children born between 1st September and 31st August may start school at the beginning of the Autumn Term before their fifth birthday.
- All children start full time unless there is a specific need which is discussed with the headteacher.
- Where children start full time and then find the transition difficult, discussion with take place as to whether the child needs a short period of part time.
- All children can stay for lunch.

Pre-School Admissions

Early Education is offered to families at Heacham Infant and Pre-School during the school term, 38 weeks of the year.

Funded hours claimed for 2-year olds:

- Mon 15 hours = 8.30 – 11.30
- Tue 15 hours = 8.30 – 11.30
- Wed 15 hours = 8.30 – 11.30
- Thu 15 hours = 8.30 – 11.30
- Fri 15 hours = 8.30 – 11.30

There are 5 places for 2-year olds, these sessions are available

- Mon 15 hours = 8.30 – 11.30
- Tue 15 hours = 8.30 – 11.30
- Wed 15 hours = 8.30 – 11.30
- Thu 15 hours = 8.30 – 11.30
- Fri 15 hours = 8.30 – 11.30

Funded hours can be claimed for 3 – 4 year olds at

- Mon 32.5 hours = 8.30 – 3.00
- Tue 32.5 hours = 8.30 – 3.00
- Wed 32.5 hours = 8.30 – 3.00
- Thu 32.5 hours = 8.30 – 3.00
- Fri 32.5 hours = 8.30 – 3.00

There are 47 places for 3 – 4 year olds, these sessions are available

- Mon 32.5 hours = 8.30 – 3.00
- Tue 32.5 hours = 8.30 – 3.00
- Wed 32.5 hours = 8.30 – 3.00
- Thu 32.5 hours = 8.30 – 3.00
- Fri 32.5 hours = 8.30 – 3.00

Fully funded places for 2, 3 and 4 year olds are limited and will be offered to families who are unable to pay the consumable charge and are:

- Receiving some form of government help
- Accessing family support or social care

If you are unable to pay our charges, please speak with our Pre School Lead to discuss the alternative options available. The Admission and Charging Policies are issued to all families as part of the registration process. There are also available on our websites.

Additional Pre-School Information

- As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the funded entitlement for the term after their child is eligible for either 2 or 3 years provision. A copy will not be retained but may be requested again later by the Local Authority for audit fraud investigation purposes.
- Families accepting a 2 year old funded place will be able to claim the entitlement until their child(ren) is/are eligible for either the 3 and 4 year old funding universal entitlement or working parent entitlement.
- Early Education is offered within the national parameters –
 - no session to be longer than 10 hours
 - minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
 - not before 6.00am or after 8.00pm
 - a maximum of two sites in a single day
- We will work in partnership with parents, carers, childcare providers, the local authority and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent/carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.
- Our setting has made a Flourish Pledge, which means we are working together with the local authority to make Flourish the shared ambition of everyone working to improve the lives of children and young people in Norfolk.
- To ensure a smooth transition for the child, we will work closely with families to discuss and agree how a child's overall care will work in practice where an entitlement is split across different providers and, where possible, when families transfer their funding claim to a new setting.
- We are required to have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND.

This means we will:

- Follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice.
- Monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Access, Plan, Do & Review.
- Provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary.
- Utilise the SEN inclusion fund and Disability Access Fund to deliver effective support

- Publish our contribution to the 'SEN Local Offer' in Norfolk. This is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN
- We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND, Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes. This will be in partnership with families and consent will be sought prior to submitting a claim/application.
- We will work with parents to ensure that as far as possible the hours/sessions that can be taken as funded provision are convenient for parents' working hours.

3. Structure For Pre-School Liaison And The Reception Of New Children

- There will be a visit to the setting where the children are, in order to gain as much information as possible.
- The primary Trust SENCo will visit the pre-school/nursery or home should this be appropriate.
- Where appropriate a home visit may take place
- Children visit school for sessions in the Summer term
- Parents/Carers are invited to a meeting when information about the Foundation Stage, Curriculum and general advice on helping children prepare for, start and settle into school is provided.
- The 'Foundation Stage Profile' assesses the children's progress to the end of Reception.

4. General Admissions

- Parents wishing to make an initial enquiry concerning the admission of a child to the school should firstly contact the School Office, who will arrange a meeting where the school can be viewed and questions answered
- Applications for the admission of children who require special facilities will be considered on an individual basis.

5. Admission Criteria In The Event Of Over Subscription

In the event of over-subscription preference will be given to children living nearer to the school according to the following criteria, in order of priority:

1. Children with a statement of Special Educational Needs naming the school
2. Children in public care who live in the area served by the school
3. Children who live within the catchment area and have a brother or sister attending the school at the time of their admission
4. Children who live within the catchment area,
5. Children who live outside the catchment area and have a brother or sister attending the school at the time of their admission

In the event of over-subscription, children with special educational needs will not be refused admission or given lower priority than other applicants

6. Making A Decision About A Request for Admission Outside the Normal Age Group

The majority of children, including those who are deemed gifted or talented, born early in the year, born late in the year or find learning challenging, are best placed within the year group indicated by their date of birth. Accelerated or decelerated admission should only take place when it is agreed the needs of the child cannot be met within their year group and the benefits of moving out of group outweigh any social or emotional disadvantage.

Our Key Principles

- 6.1 All children and young people should normally be educated in their chronological year group.
- 6.2 Schools assess the learning needs of children and young people so that the curriculum they provide is relevant enabling them to make appropriate progress and maximise their achievement.
- 6.3 Admission of children outside their normal year group will be made in accordance with the School Admissions Code 2021.

6.4 Factors we will take into consideration for accelerated admission:

A demonstration of exceptional intellectual ability, mature language, physical and emotional maturity, well developed social relationship, evidence of exceptional ability in all areas of development, the child's development and abilities exceed the expectation of recognised levels (e.g. exceeded Early Years Foundation Stage and met all Early Years Goals, or achieved exceptional levels in all areas of National Curriculum measured by Standard Assessment Tests (SATs)), potential impact on future educational opportunities, including transition at the end of an educational stage.

6.5 Factors we will take into consideration for decelerated admission:

A demonstration of significantly underdeveloped intellectual ability, language gaps significantly below chronological age, significant physical and emotional developmental delay, significantly underdeveloped social relationship skills, evidence of significant delay in all areas of development, the child's development and abilities fall severely short of the expectation of recognised levels, potential impact on future educational opportunities, including transition at the end of an educational stage.

- 6.6 There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group. There is no right of appeal against the decision not to accelerate or decelerate a child's entry to school/year group.
- 6.7 The decision is made by the relevant headteacher within the Trust.
- 6.8 Children already in a WNAT school, in an existing year group the headteacher will make the decision on whether the child should be educated in a year group outside of their chronological age. For children moving into a school with the Trust, the admission will be considered against the child's chronological age group.

7. Relationship To Other Policies

This policy should read in conjunction with the policies on Equality, SEND, LAC and EYFS policy. It should be reviewed annually.

8. Roles And Responsibilities Of Head Teacher, Other Staff Governors

The **Head Teacher** will ensure that:

- Pupils are admitted only in accordance with this policy.
- The school is represented on the Local Authority admission forum
- Where places are available, pupils are admitted in accordance with the agreed priorities

All **Staff** are expected to follow this policy when advising prospective parents/carers and admitting pupils.

The **Governing Body** will ensure that:

- The admission arrangements are reviewed annually and consultation takes place on changes with all other admission authorities,
- The admission arrangements are published in the prospectus and made available to parents/carers and potential parents,
- An admissions' register is kept up to date,
- An appeal panel is in place to hear parents'/guardians'/carers' appeals against non-admission,
- The net capacity formula is reviewed annually and proposed variations communicated to the local authority (or statutory body in the case of foundation schools).

9. Arrangements For Monitoring And Evaluation

The number of pupils on roll and number of reason for unsuccessful appeals will be reported to the governing body with advice on any implications, plus feedback from parents/carers.