



**LAUGH
'N' LEARN
NURSERY**

Inspire • Challenge • Achieve



**LAUGH
'N' LEARN
PRE-SCHOOL**

Inspire • Challenge • Achieve

Early Years Admission, Induction and Transition policy

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Statement of intent

Laugh 'N' Learn Nursery and Laugh 'N' Learn Preschool aims to provide a high-quality and affordable learning experience that supports a smooth transition into Reception class and beyond. This policy is written to ensure fairness and equality for all those intending to begin their education at the nursery.

The Laugh 'N' Learn Nursery caters for the following age ranges:

- Children under two.
- Children Aged two

Laugh 'N' Learn Preschool caters for

- Children aged between three and four.

1. Legal framework

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

- Childcare Act 2006
- Childcare Act 2016
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'School Admission Appeals Code'
- DfE (2024) 'Early education and childcare'
- DfE (2024) 'Early years entitlements: local authority funding of providers operational guide 2024 to 2025' (updated May 2024)

This policy operates in conjunction with, but not limited to, following policies for Laugh 'N' Learn Nursery, Early Years policies and the policies of Broadway First School:

[References in this policy to "the school" are to Broadway First School.](#)

- Early Years Policy
- Laugh 'N' Learn Nursery Child Protection and Safeguarding Policy
- Laugh 'N' Learn Behaviour Policy
- Policy for supporting children with medical condition
- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy (April 2024) and our yearly Equality statement (May 2024)
- Safeguarding and Child Protection Policy 2024/25 (Sept 2024)
- Special Educational Needs and Disabilities (April 2024)
- Whistleblowing (June 2018)
- Complaints (BFS Readopted by Finance and Premises committee - Dec 2024)
- Online Safety Policy
- Data Protection Policy
- Teaching and Learning Policy
- Charges and Remission Policy
- Suspension and Exclusion Policy

2. Equal opportunities

The setting will implement an effective policy that ensures equality of opportunities for all, provides a welcoming and caring environment that promotes and reflects cultural and social diversity, and is equally accessible to all.

When making decisions about admissions the setting will ensure that it aims to improve the outcomes of all children and reduce inequalities whilst upholding its duties under the Equality Act to put in place adjustments for children with SEND as required to prevent any disadvantage.

Admissions to the setting will be open, fair, inclusive and non-discriminatory.

3. Application process

Admissions to setting provision will not in any way increase children's chances of admission to primary school; primary schools have their own admissions policies.

Parents choosing to send their child to the setting will have to register their interest through the **office at Broadway First School.**

Once parents have completed the registration form they will be added to the waiting list. The setting will be in regular contact with those on the waiting list to keep them updated and to formally offer them a place if and when one is available. Application forms can be obtained via **Broadway First school office**

Email: office@broadway.worcs.sch.uk

Telephone: 01386 852485

Once a place is available, parents will receive a formal written offer which they will need to accept or decline in writing. After accepting the place, they will need to send in their child's birth certificate and proof of address.

Parents who secure a place will be offered a date to begin the induction and settling in programme to ensure they and their child have time to settle.

Parents who would like a part-time place will be asked to state a preference for morning or afternoon, and/or for which days they wish to have the childcare; however, the setting may need to take account of the balance between morning and afternoon places, so it cannot guarantee all parents' requests will be fulfilled. The **Free childcare entitlements parental declaration form must be completed.**

4. Funded offer

Laugh 'N' Learn Nursery and Laugh 'N' Learn Preschool funded hours are from 9am -3 pm over 38 weeks of the year. Any additional hours or extra sessions will be charged. Please contact the office for these charges. These are also available on the website.

**As Laugh 'N' Learn Preschool is part of the reception class, school times operate from 8.40-3.10. This added 30 minutes are not charged for by the School.*

The 15 hours entitlement for eligible working parents of children from 9 months to 2 years old (new entitlement from 1 September 2024)

- the 15 hours entitlement for eligible working parents of 2-year-old children (new entitlement from 1 April 2024)
- the 15 hours entitlement for disadvantaged 2-year-olds
- the universal 15 hours entitlement for all 3 and 4-year-olds
- the additional 15 hours entitlement for eligible working parents of 3 and 4-year-olds

The entitlement hours are up to 15 hours of childcare a week over 38 weeks of the year (equivalent to a maximum of 570 hours a year), or, for 3 and 4-year-olds, up to 30 hours of childcare a week over 38 weeks of the year for qualifying children of working parents (equivalent to a maximum 1,140 hours a year).

From September 2025, eligible working parents of children aged 9 months and above will be able to access 30 hours (over 38 weeks a year) from the term following their child turning 9 months to when they start school.

The Local Authority (LA) will consider securing additional free hours for parents who have applied or re-confirmed by the deadline, but receive their valid 30 hours eligibility code after the beginning of the term, up to the dates set out below:

- Application/re-confirmation by 31 August – code start date between 1 - 14 September
- Application/re-confirmation by 31 December – code start date between 1 - 14 January
- Application/re-confirmation by 31 March – code start date between 1 - 14 April

The LA is not required to secure additional free hours where the parent has applied after 31 August, 31 December or 31 March, or for any codes issued after the dates outlined above.

The Early Years Pupil Premium (EYPP) is additional funding given to early years providers to improve the education they provide for eligible two, three and four-year-olds.

Your child may be entitled to EYPP funding if they are **2, 3 or 4 years old** and are attending a childcare provider and **receiving Free Early Education and Childcare Entitlement**.

Your child will be able to get Early Years Pupil Premium funding (EYPP) if your family is in receipt of certain benefits. Please speak to the Headteacher, Assistant headteacher or refer to the Laugh 'N' Learn Nursery and Laugh 'N' Learn Preschool Fees policy if you need further information.

The **Disability Access Fund (DAF)** provides additional funding for early years providers to support children with disabilities or special educational needs who receive Disability Living Allowance (DLA).

If you think your child may be eligible for DAF, you can raise this with the Headteacher, Assistant headteacher or SENDCo to help with your application.

For parent and carer queries regarding Nursery Education Funding, please contact your local [Family Hub](#).

5. Oversubscription

Children who have an EHC plan that names the setting are admitted before the oversubscription criteria is applied. Children with an EHC plan that does not name the setting will be referred to the Headteacher to determine an appropriate place, in accordance with the LA's Fair Access Protocol.

The governing board may increase the priority of an application where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child, which can be appropriately met by the setting.

The oversubscription criteria, set out in priority order, are as follows:

1. Looked After Child (LAC) or children who were previously looked after but have subsequently been adopted or become subject to a residence or special guardianship order
2. Children with a social or medical need who have been referred by a social worker, health professional, educational psychologist, outreach worker or education welfare officer
3. Children who have a sibling attending the setting, preschool or the main school at the time of admission
4. Children of staff who have:
 - Been employed at the setting or school for two or more years at time the application for admission is made
 - Been recruited to fill a vacant post for which there is a skill shortage
5. Children living within the catchment area for the setting

6. All other children

The governing board may also give priority in their oversubscription criteria to children eligible for the EYPP, the Pupil Premium, or the Service Premium. The setting must be named in the admission arrangements, and its selection will be transparent and made on reasonable grounds.

Where there is a tiebreak scenario within the criteria, priority will be given firstly to a child who lives closest to the setting based on a straight-line measurement, then by date of birth, with the older child given priority.

6. Withdrawing offers

Once a written offer has been made, there are limited circumstances in which an offer can be withdrawn – these are as follows:

- Offers made in error
- Offers made on the basis of fraudulent applications
- Offers made on the basis of intentionally misleading applications
- Parents not responding to an offer within six weeks
- A child is in receipt of more than their entitlement of nursery education
- A family registering their child at two maintained settings

Refusal of admission

A child will only be refused admission if one of the following criteria are met:

- The setting has reached its admissions limit
- The child is not of the appropriate age

As nursery and preschool education is not compulsory, parents do not have a statutory right to appeal against the admission authority's refusal to award a place to their child.

Parents may appeal to the SEND tribunal against the provision named by the authority in the EHC plan.

7. Delayed starts and withdrawn places

Following receipt of a registration form, the start date can only be delayed once, and only be delayed by one month, before the child's reserved place will be open to others and the child's name added back onto the waiting list.

If parents decide to withdraw their child from the setting after being offered a place, they must give the setting at least four weeks' notice. Parents may be charged for this period, or it may come out of their nursery entitlement. Please see the Laugh 'N' Learn Nursery and Laugh 'N' Learn Preschool Fees policy.

Notice of a delayed start or withdrawal must be in writing.

8. Non-attendance and Absence

Parents must inform the setting as soon as possible if their child is unable to attend for the whole or part of a day when they are due to attend.

Parents must give a minimum of two weeks' notice if they wish to reduce the level of provision their child receives. This requirement applies both before and after provision begins.

Attendance and absence will be monitored in accordance with Laugh 'N' Learn Child Protection and Safeguarding policy.

9. Admission to Reception

Children reach compulsory school age as follows:

- Children turning five years old between 1 January and 31 March are of compulsory school age at the beginning of the term after 1 April
- Children turning five years old between 1 April and 31 August are of compulsory school age from the beginning of the term after 1 September
- Children turning five years old between 1 September and 31 December are of compulsory school age from the beginning of the term after 1 January

Parents have the choice of how and when their child starts Reception class until they reach the compulsory age.

If parents wish for their child to remain in a nursery or early years setting until they reach compulsory school age, and access **15** hours of free early learning rather than taking up a place in Reception, they must:

- Discuss their choice with the school.
- Complete a Reception application form by **WCC deadline**, to ensure their child has an offer of a place in Reception from the following September in case they cannot be re-admitted.
- Complete a nursery re-admission application form and return it to the setting before the **WCC deadline date**.

10. Induction and Settling in process

In the Early Years, we recognise the settling in period is vitally important for all parties as it allows time for the children and parents/ carers to become familiar with the setting and the practitioners who will be caring for them. It also gives time for the parents and/ or carers to share any information about their child, such as dietary need, likes/dislikes, routines, health and development. We recognise that each child is an individual and some children take longer than others to settle into a new setting. We appreciate you may require some flexibility during this time.

11. Transition

Parents will be invited to visit the setting prior to the transition, and further visits are arranged according to the child's needs.

A photograph book displaying aspects of the setting will be used to prepare children for their transition.

Details of children with SEND or particular educational requirements will be shared in transition meetings, including their development throughout the year, support given and needed, and details of any other agencies involved. Separate transition meetings will be held for children with EHC plans, involving all agencies, including visits to new settings with staff.

Transition into nursery; For children attending Laugh 'N' Learn Nursery

Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year where children will be able to attend and visit the setting with their child. The setting may also arrange individual visits, subject to appointment.

Children who have registered their interest to attend the nursery will be invited for an initial one-hour play session with their parents.

The parents will then be invited to attend a minimum of two settling in sessions with their child and an assigned key worker to discuss their child's care routines and individual needs.

We will routinely offer you four (or 7 hours) settling in sessions when your child starts at our nursery:

For the nursery children this induction and transition time can be adapted to meet the individual needs of the child/parent and carers, such as offering a staggered phased entry leading to up to attendance of the assigned hours

The Early Years lead will contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Areas will be made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

Parents will be given information about the nursery including a guided tour of the premises available. They will also be given all the induction information and a chance to discuss and ask any questions.

A settling in period for the nursery children will be half a term. In a small number of instances, a meeting may be held with parents if it is felt that the setting is not suitable for your child. Both the nursery and parents reserve the right to terminate a nursery place if it felt that the child needs alternative provision.

	Duration	Parent's Role
Session 1	1 hour.	You are required to stay with your child for the first 1 hour in the room where they will be based. This will give you the opportunity to discuss your child's own needs. You will have the opportunity to observe the practice in the room, and ask any relevant questions. You can also go through the All about me form either on paper or through the online journal
Session 2	1 hour	You are required to stay on site or close by, but not with your child once they have been settled into the room. This will enable your child to experience separation from you for a short period of time, whilst ensuring if they do become distressed you are readily available to comfort them.
Session 3	2 hours	You will drop your child off and settle them in and then leave the

		site, you must be contactable by telephone so that you can be called and asked to return should your child need you
Session 4	3 hours	This is the same as session 3 but for a longer period, including a mealtime that your child will usually be part of. If your child will be attending all day this would be a lunch time or for children attending afternoon sessions, this will be teatime. This would however be different if your child will be attending for funded only sessions. Your child may then start their normal schedule, though parents must be aware that we may ask for shortened days during the first week if this is best for their child.

For Preschool (3-4 year olds) Children transitioning to attending Laugh 'N' Learn Preschool in class 1

For children transition from Laugh 'N' Learn Nursery to Laugh 'N' Learn Preschool, the class 1 teacher will visit the nursery to meet the children.

Transition meetings will be held with the nursery practitioner and class 1 teacher to gather information and begin the process of getting to know each child and enable a smooth and consistent transition.

If required, the SENDCo and parents will attend transition meetings to ensure the full picture is gained of the child to meet their individual needs.

For children new to the school and entering Laugh 'N' Learn Preschool in class 1, the teacher will gather information from previous settings as well as parents to begin the process of getting to know each child and enable a smooth and consistent transition.

All new preschool children will be invited to at least two stay and play sessions alongside the reception children. For preschool children starting in the Autumn term this will be alongside the new reception starters.

For pre-schoolers starter mid-year, the induction sessions will involve all of the current preschool and reception group.

Parents are expected to attend at least one of these sessions with their child.

For preschool children this induction and transition time can be adapted to meet the individual needs of the child/parent and carers, such as offering a staggered phased entry leading to up to attendance of the assigned hours.

The parents are invited to an induction evening. Here they will be given information about the whole school, including a guided tour of the building. They will also be given all the induction information and a chance to discuss and ask any questions.

A settling in period for the pre-school children will be half a term. In a small number of instances, a meeting may be held with parents if it is felt that the setting is not suitable for your child. Both the school and parents reserve the right to terminate a pre-school place if it felt that the child needs alternative provision.

Transition into Reception

Summer term before entry

For children new to the school and entering class 1 Reception, the teacher will gather information from previous settings, as well as parents and carers, to begin the process of getting to know each child and enable a smooth and consistent transition.

During the visit, the child's key worker will provide the teacher with information about the child's progress across all the areas of learning and will spend time talking to the teacher about the child's social, health and emotional needs.

There are two induction mornings planned for the children that will involve all or half of the new reception group working with their parents in the classroom, depending on numbers. Parents are expected to attend at least one of these sessions with their child.

The parents are invited to an induction evening. Here they will be given information about the whole school, including a guided tour of the building. They will also be given all the induction information and a chance to discuss and ask any questions.

From the first day, children will attend school full time. However, parents can request that alternative transition opportunities depending on the needs of the child, such as offering a staggered phased entry leading to up to full attendance.

Compulsory school age begins in the term after a child's fifth birthday.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

Adopt a modified timetable similar to the Year 1 experience.

Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.

Prior to the children entering Year 1:

Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.

Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.

Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

Time is spent with the teacher in Class 2 to help the children to feel secure about the transition.

Time is allocated for the Reception and Year 1 teacher to observe together and discuss the profiles and think about continuity in the first few weeks in September.

During the first term:

During the first half term in Year 1, there is a gradual transfer to the National Curriculum. Children begin to experience more focused work alongside child-initiated activities as appropriate.

The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.

Children will continue to be assessed on the EYFS profile, if appropriate.

Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.

The more formal teaching of Year 1 will be introduced gradually.

12. Data protection

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

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

13. Monitoring and review

This policy is reviewed annually by the governing board and headteacher.

The scheduled review date for this policy is April 2026

	Date	Signed
Staff agreement:		
Governor agreement:		
To be reviewed:		