




Southville Primary School

Pre-school Admissions Policy

Policy written by:	Headteacher and School Admin Team	
Ratified by Governing Body:	17.6.25	
Future review date:	June 2026	
Signed: (Headteacher)		Date: 17.6.25
Signed: (Chair of Governors)		Date: 17.6.25

Contents

1. Opening hours and days	3
School Day	3
Funded 15 Universal hours	3
Funded 30 Extended hours	3
Additional Hours	3
2. Attendance	3
3. Lunches and other refreshments	3
Lunch	3
Snacks	4
4. How to apply for a Pre-school place	4
5. 30 free hours (extended funding)	4
Eligibility	4
HMRC Code	4
Three-month renewal cycle for the extended hours	4
Grace periods for extended hours	4
6. Bank holidays and INSET days	5
7. Capacity	5
8. Notice periods (for 15 and 30 hours)	5
9. Allocation of places	5
Waiting list	5
Who decides?	5
Appeals	5
Children currently in the school's Pre-school:	6
Allocation priorities for Pre-school applications:	6
10. Paid sessions	6
11. Late applications	7
12. In-year entry points	7
13. Delaying start date in Preschool	7
14. Admission of children who are not toilet trained	7
14: Definition of terms	7
15. "Children of families with specific needs": assessment	8
Definition:	8
Appendix 1: Children of Families with Specific Needs – Assessment Framework	10
Appendix 2: Timeline for Pre-school applications	11
EQIA Process Summary	13

1. Opening hours and days

School Day

The core school day at Southville Primary School Pre-school runs from 9am to 3pm.

Funded 15 Universal hours

All 3 and 4 year old children in England are entitled to 570 hours of free early education or childcare per year, which is equal to 15 hours a week for 38 weeks a year. At Southville Primary School, this entitlement is offered during term time on a part-time basis (15 hours) for 2 ½ days a week:

Either

9am to 3pm Monday and Tuesday and 9am to 12pm Wednesday

Or

Wednesday 12pm to 3pm and 9am to 3pm Thursday and Friday.

Funded 30 Extended hours

Some 3 and 4 year old children in England are entitled to 1,140 hours of free early education or childcare per year, which is equal to 30 hours a week for 38 weeks a year. The school also offers 30 hours funded childcare to eligible working parents/ carers, term time only: 9am to 3pm Monday to Friday. Please see section 5 for how to check eligibility.

Additional Hours

If a child is offered a 15-hour place, parents/ carers may request a chargeable half-day top up (Wednesday 12pm to 3pm for those attending the first half of the week; Wednesday 9am to 12pm for those attending the second half of the week). This is subject to availability and is reviewed on a termly basis (see Section 10).

If a child is not eligible for the Funded 30 Extended hours, parents may request a chargeable place for their child on top of the 15 Universal hours. This is subject to availability and is reviewed on a termly basis (see Section 10).

Please see section 10 below for information on fees for chargeable sessions.

2. Attendance

Although children are not of compulsory school age, except in the case of illness or absences authorised by the school, pre-school children are expected to attend regularly. If a child does not attend regularly, the child's place may be offered to another family.

3. Lunches and other refreshments

Lunch

When attending for the whole day, all children will be offered a two-course hot school lunch at a cost of £2.55 per day (revised annually). The meals are cooked freshly on-site each day by the school's dedicated kitchen team to a very high standard. The menus are fully compliant with the School Food Standards and can be adapted to meet all dietary requirements. Current menus are available on the school website.

Snacks

The school will provide all children with a piece of fruit in the morning. If parents would like to send their child with additional snacks, please ensure they adhere to the School Food Policy, i.e. no nuts or sesame seed products are to be brought into school.

4. How to apply for a Pre-school place

For both the 15 hours and the 30 hours schemes please complete:

- Southville Primary Pre-school Registration form
- and
- EYR1 parental declaration form

Having submitted the forms by the relevant deadline for each termly entry, the school will confirm places in line with the timeline set out for each intake and against the admissions criteria listed in this policy.

Places are allocated in line with the Allocation of Places detailed in this policy; see section 9.

5. 30 free hours (extended funding)

From September 2017 some children aged 3-4 years of working parents/ carers have been eligible for free education for thirty hours term time only. This scheme is designed to reduce the costs of childcare and support families to work and progress their careers after having children.

Eligibility

Parents/ carers can check eligibility via <https://www.gov.uk/check-eligible-free-childcare-if-youre-working>

HMRC Code

Parents/ carers must apply to HMRC as a joint application and, if eligible, will get a unique 11-digit code which must be provided to the school. Apply to the HMRC online from the gov.uk link provided on www.childcarechoices.gov.uk or by phone on 0300 1234 097. As a provider, the school will register the 11-digit code with the Local Authority. Once the code has been verified, offers for 30 hours may be made.

Three-month renewal cycle for the extended hours

Once registered on the gov.uk website, parents/ carers will be prompted every 3 months to reconfirm the details they entered are still correct. They will be prompted by HMRC by email or text 4 weeks before, then again 2 weeks before if they have not reconfirmed. If parents/ carers miss the deadline, the code becomes ineligible and the grace period will come into effect.

Grace periods for extended hours

If a child who has a 30 Hours Code becomes ineligible during the first half of a term, the child will be funded until the end of that term or for as long as they remain under compulsory school age, whichever is shorter.

If a 30 Hours Code becomes ineligible during the second half of a term, the child will be funded until the end of the following term or for as long as they remain under compulsory school age, whichever is shorter.

Ineligibility would only affect extended hours – the child can still have their Universal hours.

Date child becomes ineligible	End of Grace Period + Funding of Extended Hours
1st September to 21st October	31st December
22nd October to 31st December	31st March
1st January to 10th February	31st March
11th February to 31st March	31st August
1st April to 26th May	31st August
27th May to 31st August	31st December

If parents/ carers' circumstances change and they are no longer entitled to the 15 extended hours (to total 30 hours), parents/ carers can either reduce their child's registration to the Universal 15 hours or choose to pay a top-up fee to fund the additional 15 hours. In the case of reduced hours, the school will allocate the retained 15 hour sessions to the beginning or end of the week at its discretion, and may offer the vacant hours to another child. As outlined in section 10, the option to top-up hours is subject to availability and is reviewed on a termly basis.

6. Bank holidays and INSET days

The funding does not cover Bank Holidays. The school is closed on Bank Holidays and closed for children on 5 INSET days during the academic year. Please see the school website for term dates and INSET days.

7. Capacity

The pre-school's capacity and ratios are guided by the statutory framework for the EYFS 2021.

8. Notice periods (for 15 and 30 hours)

Bristol City Council asks parents/ carers of 3- and 4-year-olds to make a 'termly' commitment. Unless there are 'life-changing circumstances', parents/ carers can only change providers at the start of a new term (i.e. September, January and April).

9. Allocation of places

Waiting list

Southville Primary School maintains its own waiting list. Children are entered onto the waiting list in the date order in which parents/ carers submit Pre-school Registration Forms.

Who decides?

Places are offered according to the Allocations Priorities listed below in April, November and February to allocate places for the following September, January and April. If there are more children on the waiting list for a particular month of entry than there are spaces to offer, the Headteacher or Deputy Headteacher, EYFS Leader, Pre-school teacher and a governor representative will hold an Admissions Panel to allocate places ensuring that the Allocations Priorities are applied fairly.

Appeals

If parents/ carers would like to lodge an appeal relating to the allocation of places, they should put this in writing to the Headteacher stating the reasons for the appeal. The Headteacher will then convene an additional Admissions Panel and include the Chair of Governors in this panel.

If a parent has a complaint about any aspect of the delivery of the universal or extended free hours, please contact Bristol City Council Family Information Service via email askcyps@bristol.gov.uk or call 0117 357 4192.

Children currently in the school's Pre-school:

Children who are attending or have been offered a place in the school's Pre-school will be allowed to continue in this provision until they are eligible to start in Reception, regardless of whether they have been allocated 15 or 30 hours. However, admission to the Pre-school class does not guarantee an automatic right of entry to the main school. Parents/ carers must apply via the Bristol City Council admissions portal for entry into Reception.

Allocation priorities for Pre-school applications:

The Pre-school is open to children from the start of the term after they turn 3 until they are eligible to start Reception, and to children who have delayed their Reception start date for a whole year where:

1. There has been an agreement following consultation/evidence from parents/ carers/ professionals that this is in the child's best interest; and,
2. The Headteacher of Southville Primary School has agreed with Bristol City Council admissions authority that the child can delay their school start date.

In the event of the Pre-school being oversubscribed, places will be allocated as follows (in order of priority):

1. Children in Care or children who were previously in Care but immediately after being in Care became subject to an Adoption Order, Child Arrangements Order, or Special Guardianship Order
2. Children in Need as determined by the children's social care services of the family's local authority. An Assessment Framework form will be completed by the school and parents/ carers collectively prior to admission (please see Appendix 1)
3. Children of Families with Specific Needs (please see definition of terms section below for more details). An Assessment Framework form will be completed by the school and parents/ carers collectively prior to admission (please see Appendix 1)
4. Children who have a sibling attending Southville Primary (who will still be on roll at the time of entry) or a parent employed at Southville Primary School.
5. Children who qualify financially and who are applying for 30 hours provision. Children living closest to the school will be allocated first – a direct line distance from home to a midpoint between the two school sites will be used as a tie break.
6. Children applying for 15 hours. Children living closest to the school will be allocated first – a direct line distance from home to a midpoint between the two school sites will be used as a tie break. For part time applications, the two sessions 'beginning of the week' and 'end of the week' will be treated separately. 'No preference' applicants will be included in allocations for both beginning and end of the week. In placing these children the flexibility afforded by 'no preference' will be used to ensure that there is a balance of needs across both ends of the week.

10. Paid sessions

Paid provision may be available for:

1. a block of two and a half days at a cost of £120.00 per week, or
2. half a day on a Wednesday (morning or afternoon) only at a cost of £24.00

The half-day and half-week top up sessions are only available if there are vacant spaces after all universal and extended funded hours have been allocated. Parents and carers will be asked to sign for an agreed period of time on the understanding that there is no guarantee that this contract will be renewed if children eligible for 15 or 30 hours' entitlement are on the waiting list at the next entry date.

At the end of the agreed period, if there are still spaces available after allocation of funded places, applications may be invited for a subsequent period of paid top up. If the demand for paid places exceeds capacity, the criteria above will be applied to applications to determine priority.

Costs will be reviewed annually.

11. Late applications

Late applications for each intake will be held on a waiting list for consideration once on-time applications have been offered places. In any academic year, late applicants for each intake will be offered places on a first-come first-served basis until the end of March, after which places for that academic year will only be offered in exceptional circumstances.

12. In-year entry points

There are three entry points to the Pre-school:

- At the start of Term 1 (September)
- At the start of Term 3 (January)
- At the start of Term 5 (April)

Start dates other than the agreed entry points may be agreed on an individual basis at the discretion of the school.

13. Delaying start date in Preschool

Places cannot be saved for a child whose parents/ carers choose to delay their start until later in the year. In such cases, parents/ carers may choose to go on the waiting list for a future entry point.

14. Admission of children who are not toilet trained

No child who has been allocated a place according to the Pre-school Admissions Policy should be refused admission on the grounds that they are not toilet trained.

When the school carries out its home visits and parents/ carers make introductory visits to the Pre-school, any difficulties should be discussed with the parent/ carer in an attempt to resolve these prior to the planned date of the child's admission to Pre-school.

The Pre-school staff will draw up a plan with parents/ carers to start as soon as possible, preferably before the summer holidays for the September intake. The plan should be reviewed with parents/ carers when the child starts in Pre-school and continued if necessary, adapting it at this stage to include home and Pre-school.

14: Definition of terms

For the purposes of this policy:

Section 22 Children Act 1989 states the general duty of the Local Authority in relation to children looked after by them.

Children who are in the care of the Local Authority or who are provided with accommodation (for a continuous period of more than 24 hours) pursuant to any functions of a social services authority, are "looked after" by the authority.

Section 22(3) imposes the duty on a Local Authority looking after a child to safeguard and promote her/his welfare and to make such use of services available for children cared for by their parents/ carers as appears to the authority to be reasonable in her/his case.

"Children in Need" Section 17 (10) Children Act 1989 says that a child is defined as being in need if:

- (a) he is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under Part III of the Children Act 1989, or
- (b) his health or development is likely to be significantly impaired or further impaired, without the provision for him of such services, or
- (c) he is disabled.

In practice any child who meets the following criteria should be regarded as a Child in Need:

- those referred by Social Services, with particular reference to those considered to be at risk in terms of child abuse.
- those identified as disabled and/or having SEN as defined by the SEN and Disability Act 2001 which gives a strengthened right to mainstream education for children with special educational needs. This includes children with communication needs, children referred by health professionals, at Early Years Action, Early Years Action Plus or with statements. A disabled child is one who has a physical or mental impairment that has a substantial and long term (i.e. a year or longer) adverse effect on his or her ability to carry out normal day to day activities (Disability Discrimination Act 1995). Children with SEN have a learning difficulty which calls for special educational provision to be made for them (SEN Code of Practice 2001). A place can only be refused on the grounds that a child's inclusion would be incompatible with the efficient education of other children and where there are no reasonable steps that could be taken to prevent the incompatibility.

15. "Children of families with specific needs": assessment

Definition:

Vulnerable children are:

"Children who have acquired or encounter some difficulty which requires additional help if their life chances are to be optimised or the risk of social exclusion is to be averted."

It is recommended that the term 'vulnerable' is not used when allocating places but that the phrase 'children of families with specific needs' is used.

It is the decision of the Headteacher whether a child is considered to be a child of a family with specific needs and this decision can be based on the information known to the manager and staff. The Headteacher will ask health professionals etc. to put any comments they wish to make in respect of individual children in writing and to keep copies of these views as evidence for the decision regarding the allocation of places. The nursery application form will

give parents/ carers the opportunity to provide any relevant information which they wish the school to take into consideration.

The Assessment Framework in Appendix 1 will be used in reaching a decision.

It is recognised that not all children who meet these criteria will necessarily be vulnerable, however it is recommended that if any of the criteria apply, then an assumption is made that the child could become vulnerable.

Appendix 1: Children of Families with Specific Needs – Assessment Framework

Name of setting: Southville Primary School Pre-school

Name of member of staff completing form:

Child's name:

Child's Date of Birth:

Date of completing this chart:

Criteria	Definition	Tick if applies
1. Children from families with a low income	None of the adult members of the family are in employment.	
	Family claims a means tested benefit i.e. income support, job seekers allowance	
Children who are poorly housed or homeless	Overcrowded accommodation, i.e. the total number of people living in the home is thought to exceed the total number of bedrooms and living rooms	
	Lacking amenities i.e. bath/shower, inside wc. Homeless	
3. Children in poor health	A significant difficulty such as diabetes, epilepsy, cystic fibrosis	
Children in lone parent families with lack of family support	Lone parent is the sole carer of child who the child lives with	
Children of refugees or asylum seeker families	<u>Asylum Seekers</u> Someone who has fled from his or her own country in search of safety and has applied for political asylum in another country	
	<u>Refugee</u> A person who has been given full refugee status according to the provisions of the 1951 UN Convention and the 1967 UN Protocol Relating to the Status of Refugees, after having been judged to have fled from his or her home country or to be unable to return to it "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality and membership of a particular social group or political opinion".	
Children from Traveller families	difficulties due to mobility issues e.g. English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (Fairground Travellers), Circus People and New Travellers as self-defined by the family.	
Children with emotional, behavioural and mental health problems	Problems which are causing distress to the child and/or having a considerable impact on the child's day to day life. These problems may influence all aspects of the child's (and family's) life, including their educational achievement, social functioning, friendships and use of services.	

Children whose parent/s have significant health or psychological problems	The parent's health/ illness/ disability/ impairment/ chemical dependence is affecting his/her ability to care for the child	
Children living in violent households.	Child lives in a violent household or the family experiences stress as a result of a violent relationship	
Children whose parents/carers would benefit from support in improving their parenting skills	Parent's parenting skills are limited due to age, mental health, childhood experiences.	
Children with English as an additional language who would benefit from a full time place in order to achieve their full potential	Some, but not all children, who enter school with EAL, may not be sufficiently fluent in English to access the Foundation Stage Curriculum. In these cases, a full time place with appropriate support may be beneficial.	
Children with impaired speech/language skills	Children whose speech/language skills are preventing them achieving their full potential	

Appendix 2: Timeline for Pre-school applications

Children aged 3 by 31 st August in the year of application		
Date	Application process	Waiting lists
Preceding April	Open Day	
Mid-April	Deadline for applications for September starters	Late applications held on a separate list in order of receipt
Late April	Offers made according to the Allocation Priorities in this policy	On-time applications held on waiting list if oversubscribed, in order of priority
Mid-May	Deadline for accepting offers	
Mid-May	Second round of offers made (on-time applicants have priority)	
End May	Deadline for accepting second round offers	
June onwards	If the Pre-school is not full after the second round of offers, places will be offered to applicants: <ul style="list-style-type: none"> - on the on-time waiting list, - on a first-come first-served basis to late applicants 	If there are no spaces - all applicants added to late applicant list
July	Stay and play days and induction evening	
September	Child starts in Pre-school	

Children aged 3 by 31 st December in the year of application		
Date	Application process – only if there are spaces in Pre-school after 30 September	Waiting lists
Preceding October	Open day	
Mid-November	Deadline for applications for January starters	Late applications held on a separate list in order of receipt
Late November	Offers made according to the Allocation Priorities in this policy	On-time applications held on waiting list if oversubscribed, in order of priority

Mid-December	Deadline for accepting offers	
Mid-December	Second round of offers made (on-time applicants have priority)	
End of December term	Deadline for accepting second round offers	
December onwards	If the Pre-school is not full after the second round of offers, places will be offered to applicants: <ul style="list-style-type: none"> - on the on-time waiting list, - on a first come first served basis to late applicants 	If there are no spaces - all applicants added to late applicant list
December	Stay and play days and induction evening	
January	Child starts in Pre-school	

Children aged 3 by 30 April in the year of application		
Date	Application process – only if there are spaces in Pre-school after 31 December	Waiting lists
Preceding February	Open day	
Mid-February	Deadline for applications for April starters	Late applications held on a separate list in order of receipt
Late February	Offers made according to the Allocation Priorities in this policy	On-time applications held on waiting list if oversubscribed, in order of priority
Mid-March	Deadline for accepting offers	
Mid-March	Second round of offers made (on-time applicants have priority)	
End March term	Deadline for accepting second round offers	
April onwards	If the Pre-school is not full after the second round of offers, places will be offered to applicants: <ul style="list-style-type: none"> - on the on-time waiting list - on a first come first served basis to late applicants 	If there are no spaces - all applicants added to late applicant list
April	Stay and play days and induction evening	
May	Child starts in Pre-school	

EQIA Process Summary

Policy:		Preschool Admissions					
EQIA completed by:		<i>Headteacher and Governing Body</i>					
Following EQIA, have any potential impacts been identified?							
Yes				No		✓	
Which protected characteristic could be affected?							
Age		Sexual orientation		Gender reassignment		Married/ civil partnership	
Disability		Race (colour, nationality, ethnic or national origin)				Pregnancy/ maternity	
Sex		Experience of care system				Religion or belief	
What evidence has been used to inform the assessment?							
Data		Statistics		Consultation		Survey	
Knowledge of community			✓	Other		[Detail]	
What amendments have been made?							
•							
What further actions/ mitigations are required?							
•							
Monitoring							
Date		No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		