



Admissions Policy

February 2025

Lead author/initiator(s):	Laura Fielding (Headteacher)
Next Review Date:	Feb 2026
Version No:	4
Ratified by:	Spring Meadow Infant and Nursery School Local Governing Body
Date Ratified:	6.2.25
Review Timetable:	Annually

Spring Meadow Infant and Nursery Admissions Policy

Contents

1. Application Deadline
2. Cambridgeshire County Council Oversubscription Criteria for Community Controlled Schools
3. Reception Admissions Programme
4. Starting School in September
5. Information on your child's progress
6. Spring Meadow Unit
7. Monitoring and Evaluation

School Code: 2329 Age Range: 3 – 7 PAN: 60 School Type: Community

Catchment Area: Ely (excluding the area served by Ely St John's School and the Lantern School), including Stuntney, Prickwillow, Chettisham and Queen Adelaide.

Spring Meadow Infant and Nursery School adheres to the guidelines of the Admissions Policy of the Local Education Authority. This can be found in the **'First Steps Admission to Primary School: a guide for parents'** booklet, available on the Cambridgeshire County Council website www.cambridgeshire.gov.uk/admissions 'First Steps' is published and updated annually.

1. Application Deadline

The local authority set the dates for applications for a place in our Reception class as well as the closure dates. Online applications to Cambridgeshire County Council School Admissions Office are encouraged but the school office also has paper copies of the application form, if required. Parents/Carers will be informed by the County Council Admissions Team in mid-April if they have been allocated a place.

The School Admissions Administrator can offer help and advice to parents – please contact the school office by email office@springmeadow.cambs.sch.uk

2. Cambridgeshire County Council Oversubscription Criteria for Community Controlled Schools:

Where the number of applications for places from parents/carers within the catchment area is more than the Published Admissions Number (PAN), places will be allocated strictly according to the following criteria:

- Children who have a Statement of Special Educational Need (SEN)/Education Health and Care Plan (EHCP) that names the school will be admitted. NB. Those children with a statement of SEN/EHCP that does not name the school will be referred to the Statutory Assessment Team (START) to determine an appropriate place.

- Children in Care (CIC), also known as Looked After Children (LAC), and children who were previously Looked After but ceased to be so by reason of adoption, a residence order (now known as a child arrangement order) or special guardianship order.
- Children who appear to have been in state care outside of England and ceases to be in state care as a result of being adopted.
- Children living in the catchment area with a sibling at the school (or partner junior school) at the time of admission.
- Children living in the catchment area.
- Children living outside the catchment area who have a sibling at the school (or partner junior school) at the time of admission.
- Children of members of staff, providing that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
- Children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.

3. Reception Admissions Programme:

Aims

- We aim to ensure that children begin their time at Spring Meadow Infant and Nursery school in an enjoyable, planned and positive way
- We aim at this time to lay the foundations of the continuing partnership between home and school, which is central to the education of each child
- We aim to recognise and value the experiences which the child brings to school, using them as a starting point to continue their learning journey
- We aim to share information about the school with families
- We aim to gain knowledge about the child which will inform planning for that child's continuing education

We intend to achieve these aims by

- Playing a full role in the life of the local community and being aware of changes and developments in the community
- Having a continuous and on-going relationship with all the pre-school settings in the area
- Holding regular consultations with pre-school staff and any other professionals who have knowledge of the child

Establishing contact with new families

- We will make contact with parents/carers prior to their child's entry into school and let them know about the admission and induction programme.

- We will provide opportunities for children to make early visits to the school for school events.
- We will provide information through the school website.
- We will hold meetings for parents/carers. These will explain school procedures and introduce parents/carers to the school staff.

Obtaining information about a child before entry into school

- The school will offer to make home visits to each family prior to entry. This will enable the parent/carer and the school staff to exchange information on a 1:1 basis and establish a close relationship between new parents/carers and school staff.
- The school staff making these visits/calls will take the opportunity to record any relevant information in the **Early Years' Profile** record, noting parents'/carers' comments as part of this process.
- The Early Years Profile record will be used to record subsequent progress throughout the child's first year in school and will be used as the basis of discussions with parents /carers about their child.

Visiting their new class

The children who are due to start school in September will take part in an induction programme, which will start in the Summer Term prior to joining the school. This will give them the opportunity to familiarise themselves with their surroundings and get to know the other children who will be in their class. This induction programme will be communicated to parents/carers once places have been offered and accepted.

4. Starting School in September

- The children will join the school on full time on their first day of the autumn term. This may be subject to change upon the decision of whether home visits will take place in the summer term or the first two days of the autumn term. This decision will be based on the staff availability during the summer term. Detailed information on this will be contained in the Induction Programme, which each parent/carer will receive.
- All children will be offered a home visit from a member of the staff who will be working with the child prior to their first day at school. This will either be offered in the summer term or the first two days of the autumn term.
- Some children may attend on a part-time basis for a short period of time if either the parents/carers or the school, in consultation, feel this to be more appropriate.

5. Information on your child's progress

- Staff are always available at the beginning of the school day to deal with any important queries. Similarly at the end of the day, when staff hand over the children to their parents/carers, there will be the opportunity to raise any urgent matters.
- Staff will make themselves available to discuss any concerns with parents/carers outside school times, as long as an appointment is made beforehand at a mutually convenient time and in line with the communication policy.

- There will be parents'/carers' meetings or reports each term, these will give parents/carers the opportunity to discuss their child's progress and raise any matters of concern.

6. Spring Meadow Unit

- School will receive requests via Local Authority admissions.
- **School will only offer a placement to children with a diagnosis of ASD/ASC and speech and language communication difficulties.**
- Before accepting the place, the school will meet with child and parents before deciding whether the placement would be suitable for all involved.
- If Spring Meadow feel they can meet the child's needs and suitable funding is in place the child will be offered the place.
- If Spring Meadow feel the placement is unsuitable the school will send back to admissions and SAT team with their reasons why the place is unsuitable.
- **It is important to note that children accepted into the unit will not be accessing mainstream education and the curriculum is based on the pathways (found on website), therefore if a child is working within 18 months to 2 years of their age related expectations, they will not be offered a placement.**

7. Monitoring and Evaluation

Each year the Headteacher and the Early Years staff will meet to discuss arrangements for admission. They will implement any changes or improvements and consult the Governors as appropriate.

Staff will consult with parents concerning admissions arrangements.

This policy will be monitored by the full governing body.