

## **Admissions Policy**

The Lloyd Park Children's Charity aims to provide a range of services to meet the needs of the local community. The centre maintains a waiting list for services based on a first come first served basis. However, in specific circumstances we may prioritise families who are in need of support or emergency care.

We encourage families to visit the Charity by arranging a tour of the setting before registering with the centre and joining the waiting list. We recognise that all settings are very different and provide different environments for children. A non-refundable registration fee is charged when joining the waiting list.

- We advertise our services widely in the community
- We reflect the diversity of our society in our publicity and promotional materials.
- We aim to provide information in clear, concise language, whether in spoken or written form.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010.
- We do not discriminate against a child with a disability or refuse a child entry to our setting for reason relating to disability.
- We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.

### **1. Employment**

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff members have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post
- We use Ofsted guidance on obtaining references and enhanced criminal record checks through the DBS for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements

under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.

- We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.

## **2. Monitoring our arrangements**

We seek feedback from learners, and other stakeholders using a variety of methods. Any relevant issues identified which suggest our provision or services may have unnecessarily impacted on learners will be reported back to our Chief Executive who will be responsible for ensuring a review takes place. The outcome of this will be discussed by the Management Committee. If necessary following this review, we will make amendments to provision and/or services in accordance with our documented procedures.

## **3. Curriculum**

The early year's curriculum offered in the settings encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We aim to make our environment accessible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the setting is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;

- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- differentiating the curriculum to meet children's individual abilities;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

#### **4. Valuing diversity in families**

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life.
- We encourage parents/carers to take part in the life of the settings and to contribute fully.
- For families who speak languages in addition to English, we will aim to develop means to ensure their full inclusion.
- We aim to offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

#### **5. Food**

- We work in partnership with parents to ensure that Dietary requirements of children that arise from their medical, religious or cultural needs are met.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### **6. Meetings**

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the organisation.
- We positively encourage fathers to be involved in the settings especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all mothers and fathers have information about and access to the meetings.

## **7. Monitoring and reviewing**

- The Governance and Accountability Sub group reporting to the Trustee Board ensure our policies and procedures remain effective we will monitor and review them regularly to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity
- We provide a complaints procedure and a complaints summary record for parents to see.

## **8. Legal framework**

The Equality Act 2010, Children Act 1989, 2004 Special Education Needs and Disability Regulations 2014

# Lloyd Park Children's Charity

Charity number 1102134

Policy Name	Admission Policy
Version Number	V1
This policy was developed by	Governance and Accountability Sub Group and rewritten due to renaming of the charity.
These people were consulted/involved in developing the policy	Senior Leadership Team Safeguarding Team
This Policy was adopted by	Trustee Board
Date	10.4.2017
Signed	
Name	James Wragg
Role	Chairperson
Next Review Date	December 2018