



## Admissions Policy

### Policy Statement

Within Countryside Nurseries we believe that children need to feel valued and to be free from discrimination. Our principles and commitment to individuals remain the same and no person shall be refused admission to the nursery on the grounds of gender, race, colour, nationality, ethnic origin, religious persuasion, cultural and linguistic background, social group or disability, in line with the 54 articles of the United Nations Convention on the Rights of the Child (UNCRC).

### Our overriding philosophy on equality is as follows:

- All children's rights are placed at the heart of all policy and practice.
- We adopt a child-centred approach to learning and all experiences are geared towards individualised learning and assessment.
- We promote and value diversity by avoiding stereotypical or derogatory images, ensuring books and resources represent the diverse society in which we live. (UNCRC article 2)
- By working in partnership with parents, nursery practitioners ensure that the needs of all children are met, including those with medical, cultural and specific dietary requirements. (UNCRC article 5/18)
- We work towards all families, from every section of the community, having a choice of high-quality early years education, play, childcare and family support appropriate to their needs. (UNCRC article 31)
- All parents, carers and children are treated with equal concern and recognised for their individual needs.
- Our commitment is to remove barriers and promote the value of access and inclusion, challenging discrimination and working towards its elimination. (UNCRC article 23)
- We respect and celebrate the rich diversity in our communities, embracing different cultures as an asset to the nursery and promoting good relations between people of diverse groups. (UNCRC article 14)
- The experience of learning and family support within our establishment is one of inclusion and promotes equality of opportunity, considering the diverse needs of all children, families, carers and communities. (UNCRC article 2/14/30)
- We value, promote and respond to parents', carers and children's contributions to consultation and decision-making. (UNCRC article 12)
- We work to develop inclusive and co-operative partnerships at all levels of provision and policy making.
- Practices are actively monitored and reviewed to ensure effective inclusive practice and relevant action is taken to remedy any shortcomings.
- We endeavour to uphold and promote the requirements of all inclusive legislation and eliminate unlawful discrimination in-line with the Equality Act 2010.
- Positive action is taken to overcome disadvantage and promote equality.

To meet the above commitment, we value diversity in the following ways:

#### Religious Persuasion

We believe that each religion is unique, and a family's religious belief is important to them. This is recognised by books and resources available within the nursery to further knowledge of all children and staff. Within our learning opportunities we incorporate major festivals to provide all children with a wider knowledge and understanding of the world in which they live. (UNCRC article 2/14/30). These may include, Eid (Muslim), Passover (Jewish), Diwali (Hindu), Chinese New Year, Christmas and Easter (Christian)

#### Racial Origin

We appreciate that, whilst we are one race, individual origin is important to people. To acknowledge this, toys, books and equipment provided within the nursery benefit all children and reflect all origins positively.

#### Cultural and Linguistic Background

Each family's way of life is respected. Children are given opportunities to appreciate and respect cultures other than their own. We acknowledge this by providing music, cooking, art activities and stories representing different cultures. A good variety of resources will always be available to all children. Children who have English as an additional language are given positive consideration and nursery practitioners work closely with parents to overcome language barriers. (UNCRC article 30)

#### Gender

We believe that the gender of a child should have no bearing on the care and education provided for him/her. Therefore, all activities provided within the daily learning opportunities are available for all children and we actively encourage them to choose play materials for themselves. (UNCRC article 31)

#### Social Group

We believe that all children should be given the same opportunities, regardless of social group, and we actively encourage children to interact with their peers regardless.

#### Disability

Where reasonably practicable, children are welcomed into the nursery, regardless of disability and the nursery adheres to the Equality Act 2010.

#### Special Educational Needs and Disabilities

As set out by the SEND Code of Practice Countryside Nurseries recognises that, a child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

To this end we ensure the following as part of our admissions policy:

- All children and families are included in all activities with due regard for special needs or disabilities.
- Children with Special Educational Needs and/or Disabilities are admitted to Countryside Nurseries with due regard to our SEND Policy.
- On entering the nursery, all children are assessed individually so that their needs may be met and parents involved, valuing their contributions and respecting their confidentiality and sensitivity.

- We believe that all children should have equal access to appropriate learning opportunities, regardless of their individual needs. We agree to place the child at the heart of the process, allowing them to be heard and take part, as appropriate, in decisions about their education. The nursery achieves this by observations of play, listening to what children have to say and involving them in monitoring their progress, etc.
- We acknowledge, support and liaise with the Local Education Authority as a member of the Early Years Partnership.
- We are committed to ongoing staff training and regular meetings, which are beneficial to SEND matters. The nominated SENCO also attends regular area group meetings.

Our system of record keeping, which operates in conjunction with parents, enables us to monitor children’s needs and progression on an individual basis. For all children we offer differentiated learning experiences, which are regularly evaluated, to ensure that individuals are making satisfactory progress; for children identified as having a Special Educational Need and/or Disability (SEND), this differentiated approach enables practitioners to offer alternative ways to support a child e.g. by introducing an easier activity or breaking an activity into smaller more achievable steps. (Please also refer to SEND policy and procedure)

### Behaviour (challenging)

We are constantly vigilant for any signs of any children being intimidated or frightened by their peers and threats of, or physical punishment, are not acceptable and will always be challenged in line with the behaviour management policy. All injuries sustained to a child by another child will be recorded and reported to parents. The nursery uses both the biting incident report form and behaviour report form to record such incidences and monitor patterns in behaviour.

Persistently challenging behaviour will be recorded by the key carers and discussed with parents, to agree a plan of action.

Physical restraint on a child will ONLY be used when there is a clear risk of harm to self or others. Physical intervention will always be recorded and reported to parents.

### Complaints Procedure

We recognise that incidences of discrimination are a serious offence and prejudice or discriminating behaviour towards, or between staff or families, will not be tolerated and all such incidents will be challenged and recorded in the nursery incident book.

In the event of parents/carers becoming dissatisfied with the level of care provided, they should discuss the matter with the Nursery Manager, who will endeavour to resolve the issue. However, if a resolve is not met, parents/carers should consult the company policy on parental complaints.

This policy was adopted on	Signed on behalf of the nursery
06/02/2025	KellieATye (Area Manager)

