



Admissions Policy

Setting Name: Golden Acorns

Date: April 2026

1. Statement of Intent

We aim to provide a welcoming, inclusive and transparent admissions process that enables all children and families to access early years provision fairly. We recognise the importance of positive transitions into the setting and aim to support children and parents from initial enquiry through to settling and ongoing attendance.

We ensure admissions are managed consistently, respectfully and in line with equality and inclusion principles.

2. Legal Framework

This policy is based on statutory guidance including:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Equality Act 2010
- Children Act 1989
- Special Educational Needs and Disability (SEND) Code of Practice

The setting complies with requirements regarding fair and inclusive access.

3. Admissions Principles

Admissions are managed in a way that:

- promotes equality of opportunity
- values diversity and inclusion
- supports children's wellbeing
- respects family circumstances
- ensures transparent procedures



No child or family will be discriminated against on the grounds of race, culture, religion, gender, disability, family structure or socioeconomic background.

4. Application Process

Parents may enquire about places in person, by telephone or electronically. Information about the setting, sessions and procedures is provided to support informed decisions.

Parents complete an application or registration form providing relevant information about the child's needs, health, development and family circumstances. This information supports planning for the child's care and inclusion.

Places are confirmed subject to availability and the setting's capacity to meet the child's needs safely and appropriately.

5. Allocation of Places

Places are allocated fairly and transparently. Where demand exceeds availability, places may be prioritised based on factors such as age range, session availability or siblings attending.

The setting aims to accommodate individual needs where possible and will work with families to explore suitable options.

6. Supporting Children with Additional Needs

Children with SEND or additional needs are welcomed. Admissions decisions consider how the setting can reasonably meet the child's needs and ensure safe inclusion.

The setting works with parents and professionals to plan support where required. No child will be refused admission solely due to additional needs unless the setting cannot safely meet those needs even with reasonable adjustments.



7. Settling-In and Transition

We recognise that starting a setting is a significant transition for children and families. Settling-in is managed sensitively and flexibly to support children's emotional security and wellbeing.

Parents are supported to stay with their child initially where appropriate. Gradual separation is encouraged based on the child's readiness. Key persons build relationships with children and families to support a smooth transition.

8. Information Sharing with Parents

Parents receive information about routines, expectations, policies and procedures before their child starts. Ongoing communication supports partnership and helps children settle successfully.

Information is shared respectfully and confidentially.

9. Inclusion and Equality

Admissions are managed in line with equality legislation and inclusive practice. The setting promotes access for all children and families and works to remove barriers to participation.

10. Monitoring and Review

Admissions procedures are reviewed to ensure fairness, transparency and effectiveness. This policy is reviewed annually or sooner if guidance or practice changes.