



GLA Little Learners Admission Policy

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Name of Responsible Committee:	Standards
Approved Date:	
Review Date:	November 2026
Target Audience:	Staff, Parents, Carers
Related Documents: All Trust policies and procedures referenced are located on the trust staff Intranet If English is not your first language, and you require assistance/translation, please contact the Central Business Services Team	GLA Admissions Policy 2026-2027 GLA Term Dates 2026-2027 GLA Equality, Diversity and Inclusion Policy GLA Data Protection Policy GLA Nursery Fees and Charging Policy DfE Early Years Foundation Stage Statutory Framework for group and school-based providers, September 2026 DfE Early Years Funding 2026-2027, July 2026

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Policy Statement

Within the GLA we are united in our belief that all children deserve equity of education. Our consistent focus each day is to develop our people and direct our resources so that all children are safe, happy and can achieve their potential.

Our aim is for every child to leave the Trust feeling proud and with a sense of confidence about their next steps. Proud to have achieved something special with their unique talents and confident to develop those talents further in the next chapter of their education.

Early Years plays a crucial role in ensuring children to achieve their potential. It is central to the process of teaching and learning, enabling teachers and parents to support learning as effectively as possible from an early age.

All that we achieve together, we do by living the following values:

- We are committed to **equity** – we direct resources and people flexibly and precisely, when and where they are needed, so that all children across the Trust can achieve their potential.
- We create **opportunity** – as a learning community we don't stand still. We encourage all staff to embrace the opportunities on offer to grow and develop their expertise, whatever their role.
- We champion **expertise** – we develop and share our skills and knowledge, within and between our schools, for the benefit of all children.
- We are **evidence**-led – within our Trust schools, decision-making is thoughtful, thorough and based on evidence of what makes the biggest difference to children.
- We are a **community** – we know that we're stronger together; sharing high expectations, nurturing and supporting each other to overcome our challenges and celebrate our successes.

1. Purpose and Scope

At Little Learners, we care for children between the ages of 2 and 4 years old. Although our GLA Little Learners nurseries are situated within and part of the schools, the nursery operates as a separate provision. The GLA schools operate their own admission policy and admission to any Little Learners setting does not guarantee a place at the school. Little Learners operates on a term-time only basis, to match the published term dates of the GLA Trust.

2. Application process

Parents will need to apply for a place at Little Learners using the child registration form if they wish their child to be considered for a place. These are available directly from the school. Parents should contact the school that the nursery is part of to receive the correct registration form. Details of which can be found below:

Great Oldbury Primary Academy Address: Veterans Way Great Oldbury Stonehouse Gloucestershire GL10 3WH	Longford Park Primary Academy Address: Clock Tower Road Longford Gloucester Gloucestershire GL2 9FP	Churchdown Village Infant School Address: Station Road Churchdown Gloucestershire GL3 2NB	Springbank Primary Academy Address: Springbank Road Cheltenham Gloucestershire GL51 0PH
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Website: www.greatoldburylittlelearners.org.uk Email: admin.GOPA@qlatrust.org.uk Telephone: 01453 572007	Website: www.longfordpark.org.uk Email: admin.LPPA@qlatrust.org.uk Telephone: 01452 347868	Website: www.churchdownvillageinf.co.uk Email: admin.CVIS@qlatrust.org.uk Telephone: 01452 714178	Website: www.springbanklittlelearners.org.uk Email: admin.SPA@qlatrust.org.uk Telephone: 01242 527766
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The numbers and ages of children admitted to Little Learners nurseries comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). Floor space dictates that in the following settings, we can admit:

Great Oldbury Little Learners	Longford Park Little Learners	Churchdown Village Little Learners	Springbank Little Learners
Nursery – 22 children Pre-school – 24 children	Nursery – 12 children Pre-school – 24 children	32 children	Nursery – 12 children Pre-school – 24 children

When considering admissions into settings, we are mindful of staff:child ratios and the facilities available at the nursery.

Prior to a child attending Little Learners, parents must complete and sign a Child Registration Form, which includes a Parent Contract. These forms provide the setting with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc. Data held by the organisation is in line with the GLA Trust Data Protection Policy, available on request or via the GLA website.

3. Admission Criteria

Each setting will use the following admission criteria which will be applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred setting.
3. A vulnerable child with either a Child Protection or a Child in Need Plan or Local Authority/Common Assessment Framework
4. Children who have siblings who already attend a GLA Little Learners nursery
5. Children with the strongest geographical claim, measured in a straight line from the Ordnance Survey address point of the child's home address (including flats) to the Ordnance Survey address point of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

Where any particular category at points 1-2 above is oversubscribed, criterion 3 (strongest geographical claim based on straight line distance) will be used to determine which child is offered a place. In the event of a tie between two or more children when applying criterion 3 (strongest geographical claim based on straight line distance) where there are not enough places available to offer all children a place at the school, a process of random allocation will be followed by the GLA. This will be in the form of a manual process which is overseen by an independent person from the Trust Board.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. Our decision to offer a place to a child will also be based on our assessment of how well we can match his or her needs, given the profile of other children in our care and our capacity to fulfil our educational and pastoral vision. Places will be offered for sessions when there is sufficient occupancy to enable us to fund required staffing ratios.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

4. Oversubscription

In circumstances where the chosen Little Learners nursery has reached full capacity, each setting offers a waiting list based on the above criteria and on our ability to match parents required sessions with our availability. Applications on the waiting list will be dated to ensure that, where criteria are identical or very similar, we offer places on a 'first come, first serve' basis. The offer of a place remains at the discretion of the Headteacher and Nursery Manager based on our assessment of how well we can match a child's needs, given the profile of other children in our care and our capacity to fulfil our educational and pastoral vision.

5. Government Funded Places for Early Education

All settings registered to accept Government funding (detailed in the code of practice) must offer free places for two to five-year olds for early learning sessions specified by the local authority. At Little Learners, we currently provide free funded places available for children, subject to availability. These places will be allocated on a first come, first served basis.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes.

Appendix 1 – Equality Impact Assessment

EIA completed by:	Hayley Hall
Contributors to EIA:	Trustees CEO Director of Education Trust Early Years Expert Trust Nursery Manager
Date Completed:	21.09.2026
This Policy will Affect:	• Parents • Children
Summary of data and evidence reviewed	• Relevant legislation and guidance (Equality Act 2010, DfE guidance). • Admission numbers

GROUP	POTENTIAL NEGATIVE IMPACT	MITIGATIONS
Socio-economic status	• Digital exclusion	• Paper copies if required.
Disability	• Access to adjustments visiting if needed • Dyslexia processing needs of parents	• Formats, aids and timings are considered • Consider format for parents with SEND needs
Minority ethnic groups	• Language	• Opportunity to translate information for parents • Guidance and support

INTERSECTIONAL IMPACT

While the admissions policy is designed to be fair and inclusive, some families may experience compounded disadvantage due to overlapping characteristics. For example, children with disabilities from low-income households may face additional barriers such as transport difficulties or limited access to information. Similarly, families who speak English as an additional language and are from minority ethnic backgrounds may encounter challenges in understanding the application process, particularly if digital exclusion is also a factor.

CONSULTATION AND STAKEHOLDER ENGAGEMENT

- Procedure reviewed by Trustees (Standards)
- Headteachers
- Director of Education

FINAL DECISION ON PROCEDURE

- Keep the procedure without change

MONITORING ARRANGEMENTS

- Annual review of data and demographic results.
- Consultation with headteachers as needed to identify emerging barriers.
- Formal review annually