Reedley Primary School
Safer Sleeping Policy 2026-27

Statement of Intent

At Reedley Primary School, we recognise that some Reception-aged children may become exceptionally tired during the school day and, in exceptional circumstances, may require sleep. We are committed to ensuring that any sleep provision is managed safely, appropriately and in partnership with parents/carers.

Sleep is not routinely provided as part of the Reception curriculum. However, individual consideration will be given to children with identified medical, developmental or special educational needs, including those with an Education, Health and Care Plan (EHCP), where sleep is identified as necessary to support their health, wellbeing or access to education.

The school will follow safeguarding principles, promote children's welfare and take reasonable steps to reduce risks associated with sleep.

Aims

The policy aims to:

- Ensure children who sleep during the school day are kept safe.
- Provide clear procedures for staff.
- Support children with identified additional needs.
- Work in partnership with parents, carers and external professionals.
- Ensure individual arrangements are documented, monitored and reviewed.

Legal Framework

This policy is informed by:

- Early Years Foundation Stage (EYFS) Statutory Framework
- Keeping Children Safe in Education (KCSIE)
- Children Act 1989 and 2004
- SEND Code of Practice
- Health and Safety at Work Act 1974
- The school's Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy

General Principles

Routine Sleep

Most Reception children are not expected to sleep during the school day. Staff will support children to:

- Rest quietly if tired.
- Engage in calm activities.
- Have access to water.
- Take movement breaks when appropriate.

Exceptional Sleep

A child may be offered a supervised rest or sleep period where:

- They are unwell (while awaiting collection).
- There are exceptional circumstances affecting their wellbeing.

- Sleep forms part of an agreed provision within an EHCP, medical plan or professional recommendation.

Safe Sleeping Arrangements

Where a child sleeps in school:

Environment

- The sleep area must be clean, safe and appropriately ventilated.
- Sleeping children must be visible to staff at all times.
- Children must not sleep in areas where they cannot be directly observed.
- The room temperature should be comfortable and regularly monitored.

Positioning

- Children will be encouraged to rest on their backs where possible.
- Sofas, beanbags, soft furnishings or unsuitable equipment will not be used for sleep.
- Appropriate sleep mats or designated rest beds will be used.

Supervision

- Sleeping children will be checked regularly and at least every 10 minutes.
- A member of staff must remain within sight or hearing of the child at all times.
- Any concerns regarding breathing, colour, responsiveness or wellbeing will be acted upon immediately.

Recording

Staff will record:

- Time sleep commenced.
- Time checks were completed.
- Time child woke.
- Any concerns observed.

Children with SEND or EHCPs

Some children may require sleep as part of their identified additional needs. This may include children with:

- Complex developmental needs.
- Neurological conditions.
- Medical conditions causing fatigue.
- Autism where significant sensory overload contributes to exhaustion.
- Other needs identified by medical or educational professionals.

Sleep arrangements must not be implemented solely because a child appears tired without consideration of professional advice and parental agreement.

Individual Sleep Plans

Where sleep is identified as necessary for a child with an EHCP, medical condition or significant additional need, an Individual Sleep Plan will be created.

The plan should include:

- Child's name and date of birth.
- Reason sleep is required.
- Advice from health professionals where applicable.

- Usual sleep duration.
- Preferred sleep arrangements.
- Risk assessment.
- Monitoring requirements.
- Emergency procedures.
- Review date.
- Parent/carer consent.

The plan should be shared with relevant staff and stored alongside the child's EHCP or medical documentation.

Individual Arrangements for Children Requiring Sleep

Where sleep is identified as a need within a child's EHCP, medical plan or professional recommendations, the school will:

- Work in partnership with parents/carers and relevant professionals.
- Complete an individual risk assessment considering the child's medical, developmental and communication needs.
- Develop an Individual Sleep Plan outlining:
  - When and where sleep will take place.
  - Expected duration.
  - Supervision and monitoring arrangements.
  - Any specific medical or safety procedures.
- Provide any necessary staff training before implementing the plan.
- Record sleep periods and regularly monitor the effectiveness of the provision.
- Review arrangements at least termly, during EHCP reviews, or sooner if the child's needs or professional advice change.

Emergency Procedures

If a sleeping child:

- Appears difficult to rouse,
- Experiences breathing difficulties,
- Has a seizure,
- Becomes unresponsive, or
- Shows any signs of medical distress,

staff must:

1. Follow the child's medical plan where applicable.
2. Alert a first aider immediately.
3. Contact emergency services as required.
4. Inform parents/carers as soon as possible.
5. Complete the school's incident reporting procedures.

Roles and Responsibilities

The Headteacher is responsible for ensuring this policy is implemented effectively and that appropriate risk assessments and staff training are in place.

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The EYFS Lead and SENDCo will coordinate individual sleep arrangements, work with parents and external professionals, and oversee the implementation and review of sleep plans.

Staff are responsible for following agreed procedures, monitoring children appropriately and reporting any concerns promptly.

Parents and carers are expected to share relevant information about their child's needs and keep the school informed of any changes that may affect sleep arrangements.

Monitoring and Review

This policy will be reviewed annually, or sooner if there are changes to statutory guidance, a significant incident occurs, or the needs of pupils require amendments to current practice.

Written by: Ashleigh Hume
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