Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"



2026-27

Early Years' Foundation Stage (EYFS) Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	01.11.09	
	2	13.11.14	Approved by school's Curriculum Committee
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Legislation

This policy has been written with regard to:

- the EYFS statutory framework for group and school-based providers (in force from 1 September 2026)
- Keeping children safe in education 2026 (KCSIE), Working Together to Safeguard Children, and the Prevent duty guidance
- the Department for Education's guidance on screen use in early years settings and the EYFS nutrition guidance
- NHS safer sleep advice on sudden infant death syndrome (SIDS) and guidance from The Lullaby Trust
- the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice

It should be read alongside our: child protection and safeguarding policy; behaviour policy; attendance policy; SEND policy and information report; equality policy; health and safety, first aid and medicines policies; online safety and acceptable use policies; safer recruitment policy; and complaints procedure

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

Review

Whenever there are changes to report

Amendments

v3

- Update to school aims, p4
- Reference to Early Learning Goals (ELGs), pp 9-10
- Extent of information sharing, p12
- Update frequency for Continuous Provision (CP) plans, p12

v4

- Update to reflect the revised document for group and school-based providers

v5

- Update to reflect the revised document for group and school-based providers

v6

- New policy to reflect updates in EYFS statutory requirements and safeguarding

Sandy Lane Nursery and Forest School

Early Years Foundation Stage Policy

1. Purpose and scope

This policy explains how Sandy Lane Nursery and Forest School delivers the Early Years Foundation Stage (EYFS) and meets the safeguarding and welfare requirements of the EYFS statutory framework. The EYFS applies from birth to the end of the Reception year. This policy covers children aged two, three and four in our provision

'*Nurturing Curiosity and Inspiring Imaginations'*. This vision sit at the heart of our learning and provision.

2. Our EYFS vision

Our EYFS is built on five convictions:

1	**Our ethos and values:** Achieve, Belong, Thrive. Our values shape all learning and provision and help every child to feel valued, respect others and flourish as a unique individual.
2	**Every child is capable:** Every child is a capable and powerful learner from birth, whatever their starting point.
3	**Closing the gap starts here:** Gaps in learning and development open early. Our EYFS team makes closing them a priority from the moment a child joins us.
4	**Play-based learning:** Our curriculum is designed around play-based learning in which adults do far more than supervise: they teach, model, extend and challenge.
5	**Ready for the next step:** Every child leaves our EYFS able to express themselves with growing precision, with a love of reading and writing, a secure sense of number, and the self-regulation, perseverance, curiosity and kindness to take their learning forward.

3. Our provision and staffing

Our EYFS provision consists of Garden room, our mainstream provision for 3 and 4 year olds, Sunshine room our mainstream 2 year old provision and Rainbow Room, our specialist provision for children aged 2-4 years. Children have opportunities to work together during free-flow sessions and to learn in family groups, pairs and individually. Our mainstream EYFS Lead is Jamie Kirkbride and our specialist provision EYFS lead is Nikki Carney. Staff names and roles are listed in the entrance and on the notice board of each room

Key person

Every child is assigned a key person who helps the child to become familiar with the setting, builds a warm and trusting relationship, and works with parents and carers to meet the child's needs. Parents are told who their child's key person is when the child starts and is settled.

Staff:child ratios and qualifications
We meet or exceed the ratios and qualification requirements in section 3 of the EYFS framework:

- Two-year-olds: at least one adult to every five children
- Three-year-olds and over (Nursery): at least one adult to every 13 children where a qualified teacher (or other practitioner qualified at the level the framework requires) is working directly with the children and at least one other member of staff holds a full and relevant level 3 qualification; otherwise at least one adult to every eight children
- Apprentices, students and volunteers are not counted in the ratios

Classroom staff also supervise children at lunchtime and ratios are maintained throughout the day, including at lunchtime and during outdoor play.

Students, volunteers and visitors
Student teachers, trainees, apprentices, volunteers and other professionals may work in our EYFS. They are always supervised, are never left alone with children, and must meet the suitability requirements in section 9 before they start.

4. Learning and Development

We follow the EYFS educational programmes across the seven areas of learning. The three prime areas are the foundation for everything else; the four specific areas deepen learning. All areas are equally important, depend on each other and are delivered through a balance of adult-led teaching and child-initiated play.

Prime Areas	Specific Areas
Communication and Language Personal, Social and Emotional Development Physical Development	Literacy Mathematics Understanding the World Expressive Arts and Design

Communication and Language
Language is the foundation for all later learning. We extend children's vocabulary through stories, songs, rhymes, role play and high-quality conversation, and we encourage children to share ideas and experiences and to listen to others.

Personal, Social and Emotional Development
We help children to build secure relationships, manage their feelings and behaviour, work and play with others, take turns and make choices. Children are encouraged to be independent, to respect different cultures and beliefs, and to develop a positive sense of self.

Physical Development
Children develop gross and fine motor skills indoors and outdoors, learn how to keep their bodies healthy, and practise skills such as balance, coordination and pencil control.

Literacy
We promote a love of reading from the start through daily stories, songs and rhymes. Children develop early reading and writing through shared reading, systematic phonics teaching ([name of phonics programme]), guided reading, and mark-making opportunities indoors and outdoors. Parents are involved through workshops, our lending library and “stay and read” sessions.

Mathematics
Children build a secure sense of number, pattern, shape, space and measure through practical, playful activities, songs and rhymes, and by using mathematical language in everyday routines.

Understanding the World
Children explore the natural and made world, the people and communities around them, and how things work. They solve problems, investigate, ask questions and make decisions, and they use technology purposefully and with adult support.

Expressive Arts and Design
Children explore and express their ideas and feelings through art, design and technology, music, dance, drama and imaginative play, using a range of materials and instruments. Children take part in celebrations during the year.

4.1 Teaching and Learning Style

The school’s policy on teaching and learning defines the features of effective teaching and learning within school. It is acknowledged that children learn in many different ways and that they are at different stages in their development.

The key features of this policy are:

- The partnership between staff and parents, so that children feel secure at school and develop a good sense of well-being and achievement

- The understanding that teachers have a good knowledge and understanding of how children develop and learn, and how teachers adapt their pedagogy to ensure the needs of individual children are met

- The range of approaches used that provide first-hand experiences, give clear explanation, make appropriate interventions and extend and develop play and talk or other means of communication

- The carefully planned and sequential curriculum that builds upon the skills and knowledge children acquire at home and throughout nursery, in order to be ‘school ready’ and subsequently helping children to work towards achieving the Early Learning Goals (ELGs) at the end of Reception

- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities

- The encouragement for children to communicate and talk about their learning, and to develop independence, executive functioning, self-regulation and

self-management

Staff ensure that children develop secure and trusting relationships with their key person and key staff, have clear routines, offer healthy snacks and drinks, ensure clear boundaries and child centred learning based on the individual needs of the children within a play-based learning environment. Staff employ effective teaching and learning strategies, including appropriately planned activities, appropriate resources, skilful and targeted interactions, well managed behaviour strategies, engage children in shared fun and enjoyment, role model, employ speaking and language strategies and model writing and mathematical skills in a variety of situations. We build towards the children gaining as much independence as possible and build up a 'plan, do, review' approach so that children are able to become creative, critical and sustained thinkers, and to be foremost in their own learning by the time they leave Sandy Lane.

For children with complex and additional SEND needs, supported learning is developed on an individual basis, and in small groups through carefully planned adult led learning activities and 'in the moment' teaching.

4.2 Assessment

Practitioners observe children closely during everyday activity to understand what they know and can do, and use this to plan the next steps. We keep assessment proportionate and do not require excessive paperwork. Parents of children in our mainstream classes receive a short written report of their child's progress with next steps for learning on a termly basis. Parents of children in our specialist provision contribute to personal plan reviews and target setting.

Progress check at age two: when a child is aged between two and three, we review their progress and give parents a written summary of their development in the prime areas

4.3 Targeted intervention

Staff are committed to ensuring that all children in school make, at least good progress and endeavour to ensure children make exceptional progress, at best. All children are screened for speech and language ability on entry and termly thereafter, with planned daily interventions employed which is directed at speaking, understanding, 'English as an Additional Language' (EAL) and listening and attention skills.

Differentiated adult-directed groups for literacy and mathematical understanding, auditory and visual skills, phonological awareness and story understanding are built into the daily routine, for example through dialogic book talk. This ensures that all children, from less able through to more able, receive targeted learning, according to need.

Where children are recognised as needing extra support in their development, personal plans are devised in conjunction with parents and outside agencies, where appropriate, taking into account any therapy plans or specialist advice. A range of targeted support is offered in smaller groups or one to one activities, for example games to develop mathematical concepts, *Bucket Time* to develop shared attention, *Squiggle whilst you Wiggle* focusing on physical development. Specific and targeted *TEACCH* (Treatment and Education of Autistic and

Communication Handicapped Children) activities are planned for SEND children, and these take place daily. CP plans are adapted fortnightly to reflect the needs of less able and more able children.

Each key person/key team is responsible for a group of children who meet for group times at the start of the day. This allows them to target and build a strong relationship with their key children and provides opportunity to develop attention and listening skills, personal, social and emotional development (PSED), to build close friendships, develop understanding of rules and routines, to look at special objects, provocations or stimulus, or to talk about special events and to introduce features of the learning environment.

All children are screened and 'rag' (red, amber, green) rated for wellbeing and involvement, which is recognised in every observation that is uploaded to Tapestry in order to plan appropriate interventions, and for some to monitor further, and if necessary to report to the DSL. Targeted interventions are always followed up with discussions with parents and additional support for parents is offered, if necessary. In order to ensure a strong partnership between home and nursery, children are offered tailored home learning resources to further support with interventions taking place within nursery.

4.4 Characteristics of effective teaching and learning

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play that is guided by adults'. Early Years Foundation Stage Statutory Framework for Group and School-based Providers p17

At Sandy Lane Nursery and Forest School, we recognise the importance of the three characteristics of effective teaching and learning, as set out in the statutory guidance for the EYFS and base our pedagogical approaches upon these.

Playing and exploring

Children are powerful learners. Every child can make progress in their learning, with the right help. Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

At Sandy Lane Nursery and Forest School, children are encouraged and supported to 'have a go', and to explore and develop learning experiences which help them make sense of the world. They are encouraged to investigate using all of their senses. They practice and build up ideas and learn how to self-regulate and recognise and understand the need for rules. Children are provided with opportunities to think creatively alongside other children, as well as on their own. Staff scaffold children's communication with others so that they are able to investigate and solve problems collaboratively. Children are supported to express their fears or re-live anxious experiences in controlled and safe situations.

Active learning
As described by the characteristics of effective learning, active learning is achieved when "children concentrate and keep on trying if they encounter difficulties, and enjoy achievements." *Early Years Foundation Stage Statutory Framework for Group and School-based Providers p17*

All staff are aware that 'active learning' occurs when children are motivated and interested. At Sandy Lane children are encouraged to develop independence and control over their learning and as children develop their confidence, they learn to make decisions. We believe this is crucial to becoming 'life-long' learners and provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and critical thinking
"Children have and develop their own ideas, make links between ideas, and develop strategies for doing things." Early Years Foundation Stage Statutory Framework for Group and School-based Providers p17

At Sandy Lane Nursery and Forest School, we provide children with opportunities to be creative through all areas of learning, and not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend and embed their learning.

5. Outdoor learning

Children have access to our extensive outdoor learning spaces every day. The outdoor areas are an extension of the classroom, with planned activities and opportunities for children to make their own choices. All-weather clothing and footwear are available so that weather is not a barrier to learning. In addition all children take part in forest school sessions at least once a week. Outdoor areas are risk assessed and children are supervised at all times.

6. Parents and carers as partners

We value parents and carers as their child's first and most enduring educators. We are proud of the positive relationships we build with our parents which starts with a home visit before a child starts. If a child has attended a setting previously, we will work with staff to support transition. We keep parents informed through Tapestry, School Spider, newsletters, the school website, room noticeboards and conversations at drop off and collection. Parents are encouraged to join our *Friends of Sandy Lane* group to help us make our school the best it can be. We invite parents to stay-and-play sessions and events including our annual Sandy Lane festival. Parents who have concerns about their child are always welcome to speak to the key person, class teacher, EYFS lead or headteacher.

7. Safeguarding

Designated safeguarding lead
Our designated safeguarding lead (DSL) is Kirsten Matthews, supported by deputy DSLs Marcia Atherton and Nikki Carney. The DSL takes lead responsibility for safeguarding in our EYFS. The DSL and deputies complete DSL training that is updated at least every two years, take part in regular updates at least annually, and complete Prevent awareness training. All EYFS staff receive safeguarding and child protection training at induction and regular updates, including how to recognise and report concerns.

Responding to concerns
If we have concerns about a child's safety or welfare, we follow our child protection policy and the procedures of our local safeguarding partnership. We will immediately refer concerns to local authority children's social care, and in an emergency to the police. Staff report any concern to the DSL without delay.

Allegations about adults
Any allegation about a member of staff, volunteer or other adult working with children is reported to the headteacher (or the chair of governors if the allegation concerns the headteacher) and handled in line with our child protection policy and KCSIE, including contact with the local authority designated officer (LADO). We will also notify Ofsted where the EYFS framework requires, including of any allegation of harm made against anyone living, working or looking after children on the premises.

Mobile phones, cameras and smart devices
Due to the age of our children, we would not expect them to be bringing a mobile device or any other such equipment into nursery. If this were to occur the device would be removed and stored in the main office until collected by the parent/carer.

- Staff, and volunteers must not use personal mobile phones, cameras or smart devices capable of taking images in areas where children are present. Personal devices are stored in staff lockers or the main office and used only at breaks away from children

- Photographs and videos of children are taken only on school-owned devices, used only for the purposes parents have agreed to, and stored securely

- Visitors, contractors and parents may not use phones or cameras in EYFS areas. Parents are routinely asked to leave any device in the main office and collect this when leaving. In the event the school advises that parents may take photographs at an event they may only take photographs of their child and must not share images of other children

Photographs and videos
When a child starts, parents and carers are asked for written consent for their child to be photographed or filmed and for how images may be used, for example in the classroom, on displays, in learning journeys, on the school website and on official social media accounts. Consent can be withdrawn at any time. Photographs of children who are looked after are not published publicly.

Online safety
We follow the online safety requirements in KCSIE, including appropriate filtering and monitoring of school systems. Adults may use a digital device to support children with research and any device use is always under adult supervision (see section 13).

8. Safer recruitment and suitability

All staff, including agency staff, are recruited using safer recruitment procedures.

- New employees must not start work in the EYFS until the school has received their enhanced DBS certificate including children's barred list information, whether or not they would be supervised

- Volunteers, students and trainees working in EYFS settings also need an enhanced DBS check including barred list information and must not start until it has been received, even if they would be supervised

- Staff are told at recruitment and induction what information they must disclose if it could affect their suitability to work with children, and must tell the school promptly if their circumstances change

- Visitors and contractors sign in, wear identification and are never left alone with children

9. Training and first aid

Staff receive induction and ongoing training, including safeguarding, safer sleep, safer eating and choking, allergy awareness and behaviour support. At least one person with a current paediatric first aid certificate is on site at all times when EYFS children are present, and is available on every outing. The vast majority of classroom staff hold a current paediatric first aid certificate. Paediatric first aid certificates are renewed every three years. Parents can find out who holds a paediatric first aid certificate by enquiring at the school office.

10. Health, safety and medical needs

Health and safety
Risk assessments are carried out for the premises, equipment, activities and outings. Children are taught to use equipment safely and to be aware of risk. No dog of a banned breed is kept on, or brought onto, the premises while EYFS provision is in operation.

Accidents and illness
Accidents and injuries are recorded, first aid is given by trained staff, and parents are informed on the same day or as soon as reasonably practicable. Children who are unwell are cared for and parents contacted; exclusion periods follow UK Health Security Agency guidance. We notify Ofsted, the local authority and other agencies

of serious accidents, injuries, illnesses or deaths, and of notifiable illness, as required.

Medicines
We obtain and keep up to date details of any child who needs medicine. Prescription medicines are given only if prescribed by a doctor, dentist, nurse or pharmacist, and only with written permission from the child's parent for that medicine. Trained staff administer medicines, keep a written record each time, and inform parents on the same day or as soon as reasonably practicable.

Allergies and medical needs
Before a child starts, we obtain information about dietary requirements, preferences, food allergies and intolerances, and any special health needs. This is shared with all staff who prepare, handle or serve food. At each mealtime and snack time it is clear who is responsible for checking that the food and drink provided meets each child's requirements. We work with parents and, where appropriate, health professionals to develop allergy action plans and individual healthcare plans, which are kept up to date, shared with staff, and stored where staff can access them quickly including inhaler, adrenaline auto-injector and other emergency medication.

11. Safer eating and food and drink

Safer eating
Children are always within sight and hearing of a member of staff while eating. Where possible, staff sit facing children so that they can see that children are eating in a way that prevents choking, prevent food sharing and notice any unexpected allergic reaction. When a child experiences a choking incident that needs intervention, we record where and how it happened and make sure parents and carers are told. Records are reviewed periodically to identify trends or common features that could be addressed to reduce the risk of choking, and appropriate action is taken.

Food and drink
Where we provide meals, snacks and drinks, they are healthy, balanced and nutritious, and we have regard to the EYFS nutrition guidance. Fresh drinking water is always available and accessible to children. During forest school sessions, children are provided with a high energy snack which may be a chocolate biscuit or a warm chocolate drink.

12. Safer sleep

12.1 Purpose and scope
Children must be placed down to sleep safely. This section applies to every child aged two, three and four in our EYFS provision, whether they sleep as part of a planned routine, fall asleep unexpectedly, or need rest because they are unwell or tired. It aims to reduce the risk of sudden unexpected death in childhood and of suffocation from soft bedding or furniture. It reflects the safer sleep requirements in the EYFS statutory framework, NHS advice and guidance from The Lullaby Trust.

12.2 Arrangements that apply to all children

- Supervision: children are always within sight and hearing of a member of staff while they sleep, and are frequently checked (see 12.7)

- Sleep space: each child sleeps in their own separate sleep space, placed down on their back on a clear, flat, firm surface. Where medical advice says a child needs a different position or arrangement, this is agreed in writing with parents and recorded in an individual sleep plan

- Bedding: sleep spaces contain only a firm, flat, clean mattress with a waterproof covering and lightweight bedding e.g. a sheet or cellular blanket that is firmly tucked in around the child below their shoulders so it cannot cover their head

- Nothing extra in the sleep space: no pillows, bumpers, wedges, straps, duvets, beanbags or soft toys. A child's own comforter may be used where agreed with parents, provided it is small, clean and has no cords, ribbons or loose parts

- Heads uncovered: hats, hoods, scarves and bibs or anything with cords or straps are removed before sleep. Outdoor clothing is removed as soon as children come indoors, even if this means waking a child.

- Temperature: children must not get too hot or too cold. We aim for a sleep space temperature of 16–20°C and use professional judgement in extreme weather. Children are never left to sleep in direct sunlight

- Not in prams, pushchairs or soft furniture: buggies, pushchairs, prams, car seats, sofas, armchairs and beanbags are not used as a child's main sleep space

- Equipment: mattresses meet the relevant British Standards, are used according to the manufacturer's instructions, are checked for damage before use and are cleaned regularly and between children

12.3 Sleep arrangements by age

Age	Usual pattern	Our arrangements	Extra points
2yr olds	Many children still need a daytime sleep	Sleep/rest in a designated sleep area with a mattress	Sleep routine agreed with parents as required. Full sleep record kept
3 and 4 yr olds	Some children still nap, particularly when they first start or attend longer days	Same sleep standards as for 2 yr olds	As for 2 yr olds, parents are informed

The majority of children attending do so for 3 hours per day so are not likely to need to sleep during this time. In the event a child does need to sleep the arrangements are:

12.4 Two-year-olds

Sleep takes place in a designated area, away from through traffic and free from hazards such as cords and unsecured furniture.

- Each child has their own labelled cot, bed or floor mattress, prepared according to 12.2. Sleep spaces are not shared, and are cleaned and re-made between children

- Before a child starts, if parents anticipate their child will need to sleep during their 3 hour session we agree with parents their usual routine e.g. when and how long they sleep, whether they use a comforter, whether to wake them, record it in the child's file, and review it regularly. We explain why we cannot follow a request that would be unsafe

- A named member of staff is responsible for each sleep session and stays with the children, in sight and hearing, throughout. Ratios are maintained in the rest of the setting

- Children are woken and the wake time is recorded

- Parents are told at collection how long their child slept and of any concerns

12.5 Three and four-year-olds

Most three and four-year-olds do not need daytime sleep, but some do, especially in their first term or if they attend full days.

- When a three-year-old needs to sleep, they are provided with a clean, firm, flat individual sleep space with a floor mattress prepared to the same standard as in 12.2, in a designated quiet area

- No child is made to sleep. Where a child regularly sleeps, we agree with parents how long the sleep should be so that it does not disturb night-time sleep or displace learning

- A child who falls asleep unexpectedly, for example during a story, on a beanbag or in the outdoor area, is moved to a safe sleep space as soon as possible and kept within sight and hearing until they wake

- A child who is unusually sleepy may be unwell. Staff check for other signs of illness and contact parents. Any child who is difficult to wake, unresponsive or breathing abnormally is treated as an emergency (see 12.8)

12.6 Checks and records

- Children are physically checked, at least every 10 minutes, while they sleep, or more often if a child's individual needs require it. Checks include the child's

position, breathing, colour and whether they are too hot or cold. Staff must be able to see the child's face and chest

- Each check is recorded on a sleep record showing the child's name, the time the child went to sleep, the time and initials of each check, any concerns, and the time the child woke

- Sleep records are kept in line with our records retention schedule and are available to parents on request

12.7 Training, travel and off-site sleep

- All staff who may supervise a sleeping child, including lunchtime staff, agency and cover staff, are trained in safer sleep during induction and receive refresher training annually. They must read the NHS advice on sudden infant death syndrome (SIDS) and are told about individual children's sleep plans

- Students and volunteers do not supervise sleeping children on their own

- If a child falls asleep on a journey, for example in a minibus, taxi or pushchair, we transfer them to a safe sleep space as soon as we return to the setting. Where possible, we keep children awake on short journeys. The risk assessment for any outing covers what will happen if a child falls asleep

12.8 Emergencies

If a sleeping child cannot be woken, is not breathing normally, or looks pale, blue or floppy, staff call 999 immediately and begin paediatric first aid, and a second adult alerts the headteacher and the child's parents. The incident is recorded and reported as required under section 10. After any incident or near miss, we review our procedures and any lessons learned are shared with staff.

12.9 Monitoring

The EYFS lead checks sleep records and observes sleep practice termly, reports to the headteacher and governors, and reviews the sleep risk assessment at least annually and after any incident, change of equipment, change of room, or change in the age range we admit.

13. Screen use

We have regard to the Department for Education's guidance on screen use in early years settings. We understand that many children will be familiar with screen time at home and may already be reaching the recommended limit of one hour a day, or less, for children between the ages of two and five. We use screens thoughtfully and purposefully, so that they support planned learning without displacing play, movement, conversation, relationships, exploration and time outdoors.

Children are not allowed to access or use screens alone or with other children and are always supervised by an adult. In our mainstream classes, iPads can be used for children to be supported to conduct research, where content is checked by staff prior to it being shown to the children. In our specialist SEND provision, screen-

based assistive technology may be used to support children's communication (this falls outside the recommended one hour a day usage limit).

14. Behaviour

We help children to develop self-regulation and positive behaviour through warm relationships, clear and consistent expectations, and adults who model the behaviour they want to see. Physical intervention is used only to prevent injury to a child or others, or serious damage to property; each use is recorded and parents are told on the same day or as soon as reasonably practicable. Staff are trained in behaviour support. See our behaviour policy.

15. Equalities and special educational needs and disabilities

Every child is entitled to a broad, balanced and ambitious curriculum, whatever their gender, race, religion or belief, disability, social circumstances or ability. We plan for children with SEND, more able children, children with English as an additional language, and children from all social and cultural backgrounds. We identify needs early, tell parents promptly, use a graduated approach (assess, plan, do, review) and work with parents and outside agencies. Our lead SENDCO is Kirsten Matthews. SENDCO in our specialist provision is Nikki Carney. See our SEND policy and information report and our equality policy.

16. Attendance

Regular attendance helps children to settle, learn and make friends, and we encourage it from the day a child starts. Children attending Sandy Lane Nursery and Forest School are not of compulsory school age, so penalty notices and other legal attendance measures do not apply to most EYFS children. We still record attendance and follow up absence.

- If a child is absent and we have not heard from the parent by, we contact the family (by phone and text) on each day of absence
- If we cannot make contact, we follow our attendance policy and child protection procedures, which may include a home visit. Any safeguarding concern is passed to the DSL
- If absence continues or is frequent, we invite the family to a supportive meeting to talk about barriers to attendance and offer help

See our attendance policy.

17. Complaints

Parents who have a concern are encouraged to raise it first with the key person, class teacher or EYFS lead. Formal complaints are handled under our complaints procedure, which is available on request and on our website. We keep a written

record of any complaint relating to the EYFS requirements and its outcome, and provide it to Ofsted on request.

18. Monitoring and review

All EYFS staff are responsible for following this policy. The EYFS lead monitors its implementation and reports to the headteacher and governors. The policy is reviewed at least annually, and whenever there are changes to the EYFS statutory framework, KCSIE or related guidance, and incorporates the views of staff, parents and children.