

Heald Place Primary School



Every Child a
Confident Learner

EYFS Policy

October 2026

Introduction

Rights of the child

1.1 As a Rights Respecting School, the EYFS Policy aims to support the UN Convention on the Rights of a Child.

- **Article 1 (definition of the child)** Everyone under the age of 18 has all the rights of the Convention
- **Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.
- **Article 3 (best interests of the child)** The best interest of the child must be a top priority in all decisions and actions that affect children.
- **Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and have them taken seriously.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law,
- **Article 28 (right to education)** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

It is important that children are helped to understand that they should not impact on the rights of other children.

Behaviour in the EYFS

Rationale

Schools have due regard to:

- eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. **(The public Duty of the Equality Act 2010)**

Through a consistent, whole school approach to positive behaviour management, all children regardless of gender, race, culture, religion, ethnicity, age, disability, looked after, sexuality, will have the opportunity to achieve his/her potential.

'The aims of all management and discipline are to: enable the student(s) to own their behaviour, and be accountable for their behaviour; to respect mutual rights and to do so within the context of workable relationships with other students and their teachers. The core rights underpinning all our leadership are: the right to feel safe; the right to learn (without undue distraction or disruption) and the right to respect and fair treatment.' (A Whole-School Approach to Behaviour Leadership, Dr Bill Rogers, Education Consultant, 2014)

Implementation of the policy in the EYFS

It is the responsibility of the Headteacher, Governors and EYFS staff to:

- produce a written policy statement which includes Heald Place Primary School's commitment to developing children's positive and acceptable behaviour.
- produce a written policy statement which specifically refers to Heald Place Primary School's commitment to dealing with bullying behaviour and the procedures that should be followed to deal with this issue.
- identify in the policy statement specific procedures and guidelines that all staff, including students and volunteers, should follow to manage children's behaviour.
- ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in Heald Place Primary School.
- share the procedures for behaviour management with parents at induction.
- identify a named member of staff with responsibility for behaviour management issues. This person should have the skills to support staff and liaise with other agencies for further advice and expertise. In the EYFS at Heald Place Primary School, the named person with responsibility for matters relating to behaviour management issues is Julia Crossley.
- ensure that all staff have training in behaviour management.
- ensure that all staff, including students and volunteers, do not use any form of physical punishment.
- ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. All such incidents are recorded and reported to parents on the same day.
- ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings, and follow these guidelines.
- ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
- specifically identify behaviour that is unacceptable within the EYFS, such as bullying or name-calling, for staff, parents and children.
- arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
- actively promote high expectations of children's behaviour within the setting.

Our practice

- We organise the learning environment so that it has a positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. Some children may need to have support to regulate. Where this is the case, children will be supported in accessing sensory resources, physical movement or therapeutics provision. Following two gentle reminders, some children may need a natural consequence, such as standing with an adult if they are struggling to line up. When the child is ready, staff will support the child in reflecting on their behaviour and making any necessary reparations.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of Heald Place Primary School routines and procedures, through the use of visual timetables, sign language and visual signage throughout the EYFS.

- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour on CPOMS. The incidents logged on CPOMS are monitored by the Senior Leadership Team.
- We identify and implement strategies that encourage positive behaviour, taking account of individual differences and needs.
- We deal with negative behaviour at the earliest opportunity.
- Encouraging positive behaviour
- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage:
 - ❖ sharing
 - ❖ negotiation
 - ❖ co-operation.
- We encourage responsibility in caring for others and the environment including helping with tidying up the workshop areas, watering plants, setting out activities, handing out drinks, snacks and equipment).
- We encourage positive behaviour through play and learning activities including circle time, stories, role-play and puppets.
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up rules for behaviour within the EYFS.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.
- We encourage the children to express openly their feelings, likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.

Care, Learning and Play

Rationale

In the EYFS we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions centred on the prime and specific areas of learning, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. There is a focus on modelling and facilitating the development of the characteristics of learning. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- all members of staff, including volunteers and students, who look after the children, are suitable to do so.
- all adults have appropriate qualifications and experience to support the care and learning needs of the children.
- adequate supervision is provided for students, other inexperienced staff, and volunteers.
- parents and carers are kept fully informed about the provision of care, learning and play for their child/ren through regular progress meetings and observation summaries.
- parents and carers are fully aware of the arrangements for delivering and collecting their child/ren.
- a wide range of experiences and activities based on the prime and specific areas of learning are provided so that children can learn through first-hand experiences and play.
- planning for quality-first teaching and intervention is based on analysis of each child's profile to identify individual next steps.
- the progress of individual children is recorded on an on-going basis by each child's key person, the assessment judgements are ratified by the EYFS team at moderation meetings and the information is shared with parents and carers.
- the progress of individual children is tracked against the ages and stages as detailed in the EYFS framework 2021 and Development Matters (2021 version).
- in order to ensure that the children are progressing in line with age-related expectations, or receive support to facilitate rapid progress if at risk of under-achievement.

Helping children to build relationships and develop self-esteem

We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect. Where possible, we work with the children and their families in their home language to aid understanding and the accuracy of our assessment judgements.

We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate, specific praise to support their efforts and achievements.

We allocate each child a key worker who monitors progress and ensures that the child's needs are met. This member of staff provides the link between the EYFS and home. The key worker also manages communication between the EYFS and the parents or carers, particularly on routine matters, and the child's progress.

Learning about right and wrong

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations. We encourage and praise children for behaving appropriately.

We always treat children with respect and show, by example, appropriate ways to behave with others.

We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise.

We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.

When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.

We plan activities which allow children to explore right and wrong in a non-threatening context.

Learning and play

We offer the children a broad and balanced curriculum which follows the prime and specific areas of learning as detailed in the EYFS framework 2021 and Development Matters (2021 version). We offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.

We run a carefully-planned programme of themes/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics are chosen to reflect the children's interests and include visits in and around the locality.

We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.

We take every opportunity to further individual children's communication skills in speaking and listening. These skills are promoted in both English and the child's home language where possible. We encourage the children to look at books and seek opportunities to read stories to, and with, them. We provide books in the children's home languages and run bilingual storytimes with our parents and carers.

We develop early mathematical skills through everyday routines, as well as through planned experiences and games.

We provide activities which engage the children in problem solving and investigation. We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments. We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

Organisation of resources

We make resources accessible to the children, wherever possible, so that they can choose their activities independently.

We label all resources so that children can find and return resources and equipment safely and easily.

We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

Planning and record-keeping

Topics/themes used in the EYFS are attached to this policy.
Planning documentation includes:

- the curriculum overview for the year
- detailed weekly/daily plans for activities
- weekly timetables.

Key workers make observations on progress and achievements and record these in the children's individual Evidence Me portfolios and Wow Work folders. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.

Key workers are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers on a regular basis.

Documentation

Rationale

In the EYFS we keep efficient and effective documentation of records, policies and procedures. This enables us to run the EYFS efficiently, complies with national and local legislation and guidelines such as GDPR and ensures the safety, welfare, learning and wellbeing of the children. All policies and procedures are shared with the EYFS staff and individual children's records are shared with their parents and carers.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must:

- recognise that the purpose of compiling any documentation is to:
- meet children's needs
- put policy into practice within the EYFS
- keep account of significant data
- ensure that documentation is accurate, relevant and succinct.
- develop efficient systems for the management and upkeep of documentation so that the process is not cumbersome or time-consuming.
- keep records stored safely and securely.
- ensure that documentation is accessible for those with authority of access.
- ensure that confidentiality of records is maintained.
- share records about individual children with their parents and carers during termly progress meetings and biannual school reports.
- implement procedures to transfer children's records to their next class teachers or new school at points of transition.

Records to keep on site

The following specific records must be kept on site:

- the name, home address and date of birth of every child, with the name, home address and telephone number of a parent.
- the name, home address and telephone number of the manager or registered person, all staff, and all persons working with the children.
- procedures to be followed in the event of a fire or accident.
- procedures to be followed if a child is lost or is not collected by a parent.

- procedures for complaints about the setting.
- procedures and arrangements for child protection issues.
- registers, accident records and medical records – these should all be kept for two years.

Equal Opportunities

Rationale

In the EYFS we believe in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the early years, and encourage an anti-discriminatory approach to the world in general, and other human beings in particular. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- new members of staff, including students and volunteers, receive copies of the Equal Opportunities Policy, and that this is discussed with them during their induction meeting.
- the Equal Opportunities Policy is made available to all parents and carers.
- staff, parents and children are involved in the planning and implementation of the policy.
- every effort is made to translate the policy into the languages commonly used in the local community.
- parents who are experiencing problems with the English language, both spoken or written, are offered support.
- Where possible, effort is made to use the child's first language.
- the help of key workers is offered to assist and support families.
- every effort is made to obtain suitable specialist equipment, aids or resources.
- reasonable adjustments are made to the premises to cater for anyone with any form of disability.
- volunteers, local speakers or personalities who reflect the diversity of the local community are invited to visit the EYFS.

Our practice

The Equal Opportunities Policy applies to every staff member, parent, carer and child. Each person is valued as an individual, with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for. Nobody in Heald Place Primary School is subjected to discrimination, racist comments or gender bias. Cultural or religious diversity is respected.

We hold a discussion with parents before their child starts the EYFS, to establish their concerns about their child's specific emotional, medical, cultural or religious needs. This takes place either in the child's own home or during the induction process. The parents' contribution is recorded and relayed to other members of staff at the relevant staff meeting.

We value parents as their children's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.

We cater for cultural, religious and medical differences at all snack and mealtimes.

We celebrate a variety of festivals and special events each year from cultures represented within our community and outside.

Our curriculum plan takes into account each child's individual route to learning.

We give the children equal opportunities and equal access to the full range of activities available, including educational visits and trips off-site.

We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery, and support, when it is necessary.

During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. Staff ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, colour, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.

We challenge and deal with inappropriate practices and attitudes promptly.

We record any seriously inappropriate racist or sexist comments made by children and staff, including volunteers and students, on CPOMS. These logs are then monitored by the Senior Leadership Team and appropriate responsive action taken.

Staff training

We take great care to apply the Equal Opportunities Policy when advertising for, interviewing and appointing staff.

We give the opportunity to attend courses to staff who:

- have identified an area in which they wish to improve their own knowledge and expertise
- have been identified through an inspection or an in-house appraisal as having a training need
- want to further their own personal development.
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We expect all staff to behave in a professional manner, follow the above policy and try to be consistent, sensitive and fair. We expect them to challenge others who make inadvertent racist, sexist or insensitive remarks. All staff are trained in the EYFS framework 2021 and in paediatric first aid.

Equipment

We purchase, organise and monitor equipment, resources, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the community served by Heald Place Primary School.

Equipment

Rationale

In the EYFS we provide the children with furniture, equipment, resources and resources that meet the teaching and learning needs appropriate to their age, as well as their social, physical, emotional, educational, spiritual and cultural needs and development.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- new members of staff, including students and volunteers, receive copies of the equipment policy or manual, and that this is discussed with them during their induction meeting.

Resources

All our resources meet the appropriate safety standards and regulations.

All our resources are appropriate for the children's age and stage of development.

All our resources are clean and well maintained.

Resources are clearly labelled and stored in a safe and tidy way.

Resources are made accessible to the children so that they are able to make free choices and work or play independently.

We choose resources, such as books and resources, which promote positive images of all races, cultures, social backgrounds and abilities.

We discourage any resources or types of play that promote gender stereotypes.

We offer resources that provide sensory experiences to help language development.

We supply resources that offer emotional comfort and support to less-confident older children.

We provide enough resources to give children a varied and stimulating range of resources, promoting imagination, fun and flexibility, and encouraging open-ended activities.

Furniture

We provide enough furniture to create a comfortable and relaxed environment for all the children. All new furniture that we purchase takes into account the age, size, height, physical ability and disability of all the children.

Furniture is kept clean and well maintained and meets all the safety standards.

All furniture that is not in use is stored safely, not stacked in any way that puts children or staff at risk.

Furniture never creates an obstruction to emergency exits.

Other resources

Tools and equipment such as scissors, hole-punches or staplers are stored and labelled and children are taught how to handle them correctly and safely.

Children are encouraged to collect and save clean and safe recycled household and natural materials to use again.

Recycled resources are clearly labelled and stored appropriately.

Health and Safety

Rationale

In the EYFS we are committed to maintaining high standards of hygiene. The continued good health and wellbeing of the children is of primary importance to us. We will follow our health policy exactly at all times.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must:

- make sure that new members of staff, including students and volunteers, receive copies of the Health Policy, and that this is discussed with them during their induction meeting.
- ensure that the premises are clean and tidy before the children arrive.
- ensure that the outside sandpits contain suitable sand that is cleaned and changed regularly, is free from foreign bodies and small animals, and that it has a cover.
- establish a regular system for cleaning equipment both large and small, furniture, resources, etc.
- provide protective clothing, such as plastic or disposable gloves and aprons.
- provide hygienic, but safe, cleaning materials for emergencies such as spillages, accidents, water or vomit.
- wash dressing up clothes, towels, aprons, tablewear and blankets on a weekly basis.
- provide sufficient and suitable hand washing and drying facilities.
- provide washing and drying facilities for dirty or soiled clothing.
- provide an adequate selection of clothing to change children who have had accidents of any description. Parents and carers will be asked to send spare clothes into school but a store of clothes should be kept in case a child has no spare clothes.
- provide tissues, toothbrushes and towels for sole use.
- provide cups, plates, bowls and cutlery when eating either breakfast or snacks.
- provide an area where bins have lids and rubbish can be stored safely and hygienically.
- ensure that soiled nappies or dirty clothes are placed in sealed bags before they are put into bins.
- actively promote good health and hygiene practice through notices, posters, signs and leaflets.
- invite visiting speakers such as nurses and dentists to talk to children, parents and carers about healthy life styles.

Hygiene

We observe good practice in matters of hygiene at all times.

We encourage children to be independent in their hygienic use of the toilet.

We check that toilets are clean, hygienic and flushed regularly.

We encourage children to wash their hands regularly, especially before handling food, after using the toilet, handling animals, plants and insects, or playing in messy or dirty areas, particularly out of doors.

We encourage children to blow their noses into tissues and dispose of these correctly.

We encourage children to place their hands over their mouths when they cough or sneeze.

We teach children to respect the cultural differences that influence people's different attitudes to hygiene.

We wipe surfaces and tables between activities.

We teach children hygiene awareness through planned and spontaneous discussion, routines, planned activities and topics.

First Aid

In the EYFS, all of our staff have attended basic paediatric first aid training.

First Aid Boxes are clearly posted, identifiable and accessible to all staff.

First Aid boxes are replenished as soon as resources become limited.

We only use supplies in sealed packages.

We use PPE as appropriate.

We provide suitable bins for the disposal of soiled materials.

We keep an up-to-date Accident Book for both staff and children which is available to parents. The Accident Book is to be completed by the designated first aiders. It includes details of the names of the child(ren), time, date, location of the injury and nature of the accident. It also includes details of the circumstances, any witnesses (and whether these are adults or children), what subsequent action was taken and by whom.

In the case of a serious emergency, we will call an ambulance. A member of staff will accompany the child where necessary.

We will inform parents immediately if a child sustains a head injury.

We hold permission from all parents which includes the following information:

- Child's name
- Date of birth
- Parents' names
- Emergency contact details
- Details of past and present medical conditions
- Allergies

Sick children and medicine

We contact parents to take children home if they are feeling unwell, being sick, have diarrhoea or have had a serious accident.

We ring emergency contact numbers if the parent or carer cannot be reached.

We make every effort to care for the child in a sympathetic, caring and sensitive manner. We respect the parents' right to confidentiality.

We keep other parents informed about any infectious diseases that occur in the EYFS. We expect parents to inform the EYFS staff if their child is suffering from any illness or disease that may put others at risk.

We administer life-saving prescription medicines for medical conditions such as asthma, diabetes or epilepsy with written permission. Parents and carers complete written forms detailing the name of the child requiring medication, their needs and information about the medicine and the correct dosage. The names of any children with asthma or allergies within the EYFS are collated into the whole school registers by the SENDCo.

We store medicines out of the reach of children.

During periods of hot and sunny weather, we post a Dojo message to remind parents and carers about the importance of their child(ren) having a hat and using sun cream.

During periods of cold or bad weather, we post a Dojo message to remind parents and carers about the importance of their child(ren) having adequate footwear and clothing such as a coat with a hood, gloves, hats and scarves.

Smoking

At Heald Place, we have a no-smoking policy. We display notices and posters around the school to inform staff and visitors of this policy.

Anyone who smokes on the premises will be politely asked to leave.

Intimate Care

Rationale

Heald Place Primary School is committed to safeguarding and promoting the welfare of children and young people. We are committed to ensuring that all staff responsible for intimate care of children will undertake their duties in a professional manner at all times. The Intimate Care Policy and Guidelines regarding children has been developed to safeguard children and staff. They apply to everyone involved in the intimate care of children.

Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up after a child has soiled him/herself), that most children can carry out for themselves, but with which some are unable to do due to physical disability, special educational needs associated with learning difficulties, medical needs or needs arising from the child's stage of development.

Aims and Objectives

This policy aims:

- To provide guidance and reassurance to staff and parent/s.
- To safeguard the dignity, rights and well-being of children
- To assure parents that staff are knowledgeable about intimate care and that their individual needs and concerns are taken into account

Toileting and the Foundation Stage Profile

Curriculum guidance for the Foundation Stage is clear that the role of the adult involves supporting the child's whole development, particularly their Personal, Social and Emotional development including supporting the transition between settings. One of the Early Learning Goals for children to achieve by the end of the Foundation Stage is to "manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently".

Parental responsibility

Partnership with parents / carers is an important principle in any educational setting and is particularly necessary in relation to children needing intimate care. Much of the information required to make the process of intimate care as comfortable as possible is available from parents.

Parents should be encouraged and empowered to work with staff to ensure their child's needs are identified, understood and met. This will include Personal Care plans, and any other plans which identify the support of intimate care where appropriate. Exchanging information with parents is essential through personal contact, telephone or correspondence.

What the school expects of parents:

- Parents/carers will endeavour to ensure that their child is continent before admission to school (unless the child has additional needs).
- Parents/carers will discuss any specific concerns with staff about their child's toileting needs.
- Parents/carers must inform the school if a child is not fully toilet trained before starting school, after which a meeting will then be arranged to discuss the child's needs.
- Parents accept that on occasions their child may need to be collected from school.

Staff responsibilities

Anyone caring for children, including teachers and other school staff, has a duty to care and act like any reasonably prudent parents. Intimate care routines should always take place in an area which protects the child's privacy and dignity.

The following steps will be taken to ensure health and safety of both staff and children:

1. Alert another member of staff
2. Escort the child to a changing area i.e. designated toilet areas
3. Collect equipment and clothes
4. Adult to wear PPE as appropriate
6. Child to undress as appropriate and clean themselves as much as possible under the verbal guidance of an adult.
7. Soiled clothes to be placed inside carrier bags (double wrapped) and to be given to parents at the end of the day. Plastic aprons and gloves should be disposed of in the designated bin.
8. Children are expected to dress themselves in clean clothing, wash their hands and return to class
9. Adult should wash their hands thoroughly after the procedure.
10. Area to be cleaned and disinfected by adult before returning to class.
11. A record of the incident will be recorded in the Intimate Care Log.
12. Parents to be informed when they collect their child.

In the interests of Health & Safety, it is unreasonable for staff to be expected to change a child who regularly soils unless the child has a medical condition as an underlying cause. School does not have staffing levels to accommodate support teachers regularly leaving the class to attend to an individual's hygiene.

Special educational needs and child protection issues

The school recognises that some children with SEND and other children's home circumstances may result in children arriving at school with under developed toilet training skills. If a child is not toilet trained because of a disability, his/her rights to inclusion are additionally supported.

If a child's toileting needs are substantially different than those expected of a child his/her age, then the child's needs may be managed through an Intimate Care Plan. A toileting programme would be agreed with parents/carers as advised by a Health Professional. Intimate care arrangements will be discussed with parents/carers on a regular basis. If there is no progress over a long period of time, e.g. half a term, the SENDCo, teaching staff and parents would seek further support.

Some children may have an Education Health and Care Plan before entering school. The EHCP will outline the child's needs and objectives and the educational provision to meet these needs and objectives. The EHCP will identify delayed self-help skills and recommend a program to develop these skills. The management of all children with intimate care needs will be carefully planned.

Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.

Child Protection

Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures. Where possible the child should be changed by one member of staff and it should be overseen by another member of staff. The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation.

If a member of staff has any concerns about physical changes in a child's presentation (unexplained marks, bruises or soreness for example) the recognised child protection procedures should be followed. If a member of staff notices any changes to a child either physically or emotionally following an episode of intimate care, the matter will be investigated at an appropriate level and outcomes recorded. Parents/carers will be contacted

Learning Journeys

Aim of the learning journey

To capture a child's journey of learning as they progress through the Early Years Foundation Stage toward the Early Learning Goal and beyond. Both Evidence Me and Wow Work folders will be used to record the uniqueness of each child's learning and development across the seven areas of learning in the EYFS framework 2021 and the Characteristics of Effective Learning.

Process/organisation

- Evidence Me will be used across the phase to capture child-initiated learning.
- Each child will have a Wow Work folder to gather samples of their learning, progress and attainment across the seven areas of learning.
- Evidence Me and Wow Work folders will focus on the collation of chronological observations. These will be collated for all children from baseline, across all aspects of learning.
- Whole team approach to recording observations, including contributions from parents and carers.

Quality of observations

- Practitioners to focus on recording '**significant**' observations to inform future planning.
Observations to include:
 - Name of observer, child's name and date
 - Balance of indoor and outdoor learning
 - Context of learning (type of activity)
 - Use of resources/activities
 - Interactions with others
 - Quotes of direct speech, as appropriate
 - Holistic links to the EYFS curriculum and Characteristics of Effective Learning
 - Identified next steps (as appropriate)
- Practitioners to ensure samples of work included in the Wow Work folders are appropriately annotated.

- Observations to include evidence across all aspects at baseline and each half term, within a holistic approach.

Accurate EYFS Data Set

- Collated evidence, predominately child-initiated, alongside practitioner knowledge to be used to secure periodic accurate best-fit judgments across EYFS.
- Practitioners to engage in regular moderation, in-house/inter-school.

Organisation

Rationale

In the EYFS we are committed to organising the staff, resources and environment to ensure that we provide high quality care that meets the needs of the children.

Our main concern is for the safety and security of the children. We therefore ensure that there are always sufficient staff to maintain the minimum adult:child ratio.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- the required adult:child ratios are met.
- the health, safety and security requirements relating to this policy are met.
- all new members of staff, including students and volunteers, receive a copy of relevant policies and procedures, and that this is discussed with them at induction.
- this policy is made available to all parents and carers.
- all staff, volunteers and students are involved in the implementation of the policy.
- staff are given opportunities to receive regular training, so that they can develop their organisational skills in providing care that meets the needs of the children.
- the procedures for children's arrival and collection will ensure their safety.
- a procedure is established that should be followed if a child goes missing or is not collected.
- an efficient and effective registration system is set up for children, staff and visitors.
- a key worker system is provided to ensure consistency of care for individual children.
- all records are kept securely and items of confidentiality are respected in accordance with GDPR.
- there is a system to timetable the hours and responsibilities of staff.
- the resources and space are used effectively to meet the needs of children.

Adult:child ratios and the use of staff

The statutory adult:child ratios are maintained at all times. There is a statutory ratio of one adult to every thirteen children and a class teacher allocated to each group of thirty children.

Volunteers are included in the adult:child ratio for the sessions they attend regularly. They are supervised at all times by a qualified member of staff.

Students who are on long-term, regular placement are included in the adult:child ratio for the sessions which they attend, as long as they are considered to be suitably competent and experienced. They are supervised at all times by a qualified member of staff.

Students and volunteers who attend on a short-term or unplanned basis are not included in the adult:child ratio.

No child will be allowed in a room or an outside area without supervision.

When staff need to help a child to go to the toilet, or change a child's nappy, the other children are not left unsupervised.

Educational visits

If children are taken off the premises for an outing or walk in the locality, there will be at least a maximum ratio of four children to each adult.

A risk assessment will be carried out, in line with the Health and Safety Policy, before any outing. A suitably-qualified member of staff will take charge of the outing.

The person in charge of the outing will carry a mobile phone for use in an emergency. Details of the journey and visit, and a list of all children and adults leaving the premises, will be left with the school office.

Key workers and groups of children

Each child is allocated a key worker to ensure the continuity of his or her care. The key worker is responsible for registering the child's attendance.

The key worker is involved in any planning for the individual child's needs, and records information on the child's progress.

Information collected by the key worker is shared with the child's parents or carers, and other workers, to ensure continuity, consistency and progression for the child.

When children are grouped for planned activities, the size of group will be determined by the activity and the needs of the children. This will be indicated in the planning documentation.

Organisation of space and resources

Planning documents indicate how adults, resources and space are used for planned activities. The environment is kept clean and safe, and resources are checked regularly for wear, tear and safety.

During the course of the day children move around the different areas. We make every effort to keep the flow of children safe and supervised, without restricting access to indoor and outdoor areas.

The daily routine of the Nursery and Reception classes is organised in a way that provides security, consistency and continuity for the children.

Registration

The staff are responsible for keeping the following records up to date:

- records on individual children's details and specific needs.
- emergency contact names and telephone numbers for each child.
- names, addresses, telephone numbers and emergency contact numbers for all employees, students and voluntary helpers who are working on the premises. These details are confidential and will be kept in a lockable filing cabinet.
- details of the person who collects each child, and an additional contact name and address for emergency purposes (if a child is not collected).

- a register of children's attendance.
- a record of all visitors. Visitors will be required to sign in/out and will be given a visitor's badge.

Staff training

Job descriptions set out the roles and responsibilities of staff.

Staff, students and volunteers are informed about the organisational routines and systems in the EYFS as part of the induction process.

Training needs are identified through staff appraisal, and is included in the action plan for training. This will be reviewed on an annual basis.

Partnership with Parents and Carers

Rationale

At Heald Place Primary School, we believe that we can best meet the needs of individual children by working closely with parents/carers. We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect and which promote the sharing of information and knowledge for the benefit of the children in our care.

Implementation of the policy in the EYFS

The Headteacher, Governors and staff must:

- ensure that there is a system of communication between the EYFS staff and parents/carers. Each key person will have a termly progress meeting with the parents/carers of the children within their key group.
- make every effort to ensure that information for parents/carers is made accessible to them. Children's "Wow work" books are to be made available to parents and carers at all times. Photos and videos are also shared with parents/carers via Class Dojo and Evidence Me.
- arrange a home visit, briefing meeting and visits with parents/carers before their child's admission, to inform them about policies and procedures.
- ensure that any consent forms/agreements are completed.
- ensure that the required contact information is kept up to date.
- establish, where appropriate, the name of a child's legal guardian.
- keep an up-to-date record of any particular needs of children. These records must be kept securely.
- ensure that arrangements for the children's arrival and collection are clear, and understood by all staff and parents/carers.
- establish a system in which only authorised adults can collect children, and create a plan that can be used in an emergency when a child cannot be collected by the recognised adult.
- ensure that information about children is treated as confidential, is held securely and is only shared with parents/carers and relevant personnel.
- ensure that all staff, volunteers and students understand that information held on children and their families is confidential.
- ensure that all employed staff, volunteers and students are aware of this policy and the procedures followed in the EYFS.

Sharing information

We visit the families of any new children at home and invite parents/carers to a briefing meeting before their child's admission to discuss policies and procedures in the EYFS and to complete the required contact forms.

We ask parents/carers for information about their children, their individual needs and requirements in order to ensure the best possible care for them.

We provide information about themes/topics through half-termly letters.

Parents/carers are advised about visits/outings through a letter and are informed about the purpose of the visit.

We believe that the child's named key worker is central to every exchange of information. Parents/carers are welcomed into the EYFS to discuss their child's progress and welfare with the key worker and are urged to share any relevant information about changes to their child's normal family life or routine.

We pass any changes to details held about a child's circumstances to the person in charge of records so that these can be updated, where appropriate.

We encourage parents/carers to first discuss any concerns or issues about their children with the key worker. The key worker must discuss any issues that cannot be resolved with the person in charge.

Dealing with complaints

The year group and phase leaders deal initially with any general concerns/issues about the EYFS. Any complaint is dealt with promptly by the Senior Leadership Team. We keep a record of the nature of the complaint, the action taken, the person responsible for investigating and taking action, the timescale and the outcome. We provide parents with details of how to contact OFSTED, should the need arise.

Privacy and confidentiality

Any personal data on children and their parents/carers is held securely.

We treat information about children and their families as confidential. We only disclose this to staff on a 'need to know' basis and only with the agreement of the parent/carer.

The key worker is responsible for sharing information about the progress and welfare of a child with his/her parents/carers. This information is also shared with other staff, to ensure that the best interests and needs of the child are met.

Some information exchange about children occurs informally on a daily basis; other opportunities for a more detailed report are offered through progress meetings, parent meetings, observation summaries, school reports and appointments by arrangement to discuss specific concerns.

Key workers keep individual records on children's achievements and progress. These are kept securely.

We allow parents access to their own children's records on request.

We do not allow parents access to the records of other children.

Arrival and collection of children

The children are greeted on the playground from 8.40-8.45am. Children arrive with their parents/carers and are greeted by name by the EYFS staff.

We do not allow any child to be left in the EYFS without a member of staff being made aware of his/her arrival.

At the end of the day, the staff in the Nursery dismiss the children to their waiting parents and carers on the playground at 3:20pm. The staff in Reception dismiss the children to their waiting parents and carers on the playground at 3.25pm. The children are individually handed over to their parents/carers to ensure their safety. We only permit the authorised adult to collect a child from the classrooms unless we have already received either written permission or a telephone call to the school office for another named adult to do so. Proof of identity will be required if that person is not known to the key worker. We only release children into the care of an adult.

In an emergency situation, where the authorised adult cannot collect the child, the person who does collect the child will need to provide evidence that he/she has the authorisation of the parent/carer. The child's safety will be the primary concern at all times.

Children with an identified need

When a child is identified as having a particular need by either the parents/carers or a member of staff, the concern will be discussed with the parents/carers, as well as the person in charge.

We will consult the local authority for advice on providing for the child's needs.

We will follow the procedures set out in the Policy for Special Needs.

We will consult parents/carers about all decisions that are made regarding the provision for their child.

Children Act Regulations relating to our policy

Records must be kept of the name, address and date of birth of each child and the name, address and telephone number of a parent.

When a parent has made a complaint about the service a statement must be kept of the procedure that was followed.

There is a responsibility (on the local authority) to provide appropriate services to children who are considered to be 'in need' as a result of problems caused to their development or health by a range of factors. Where a child has been identified as being in need, the local authority is required to work with other interested parties to promote the welfare of the child.

Physical Environment Policy

Rationale

In the EYFS we are committed to providing a welcoming and caring environment that provides for the children's safety and wellbeing and supports them in their development and learning.

We believe that the organisation and layout of the environment should enable children to be active, and involved in social and individual play activities and experiences.

Implementation of the policy in the EYFS

It is the responsibility of the Headteacher, Governors and EYFS staff:

- to take positive steps to establish a welcoming and friendly environment for children and parents in both the Nursery and Reception classrooms.
- to provide a safe, secure and supportive environment for the children's care, health and wellbeing, as well as their development and learning.
- to provide both indoor and outdoor play activities and experiences.
- to ensure that all parents and children, including those with disabilities, have easy access to the premises.
- to ensure that all aspects of planning, design and building observe local control requirements.
- to implement specific local control requirements with regard to health and safety, planning and building requirements, provision of equipment and the use of staff.

Space within the EYFS

We provide appropriate space for children, including those with special needs and disabilities, to move freely and safely around both the Nursery and Reception classrooms as well as the outdoors.

We organise the space both inside the classrooms and outdoors to allow a wide range of play experiences, including small group focus activities and whole-class activities.

Toilet facilities

We provide appropriate and sufficient toilets and washing facilities (one toilet and wash hand basin for every 10 children) for the number of children in the EYFS, as well as separate toilet facilities for adults. We ensure that facilities are clean and hygienic at all times.

We provide appropriate space and facilities to encourage children to be independent in their self-care. Where children need support to manage their toileting needs, the SENDCo and class teacher will liaise to create an individual care plan.

Premises

We have efficient systems for contacting parents, support services and other agencies. We ensure that all the children have easy access to drinking water, toilet facilities and eating facilities.

We provide an environment that reflects the children's development and learning and has relevance for local cultures and communities.

We ensure that the premises are well lit and have some natural light.

We ensure that the premises are kept at a comfortable temperature throughout the year.
We provide safe storage facilities for all types of equipment: care and hygiene facilities, and play and learning equipment.

We provide an area of privacy where parents, staff and other agencies can speak confidentially.

Indoor provision

We create defined areas for different play activities, thus supporting the children in the prime and specific areas of learning in the Foundation Stage.

We use the available space creatively and flexibly to provide opportunities for the children's imaginative play, movement and large-scale play activities.

We provide opportunities for both floor play and table activities.

We create opportunities for children to access equipment and materials independently, and choose for themselves, by using low-level open-storage shelves and boxes.

We encourage the children to care for their environment by making some cleaning equipment (brushes, dustpans, cloths) available for them to access and use independently to clean and tidy up play areas. All children help to tidy up the classrooms at the end of each session of continuous provision.

Outdoor provision

We offer regular opportunities for children to play in a natural environment of grass, trees and bushes.

We have daily opportunities for children to play outside, providing open space where they can run, as well as using fixed or other play equipment.

We ensure that there are areas of shade and shelter.

We use the outdoor environment to offer a wide range of learning opportunities for investigation and exploration, thus developing all prime and specific areas of learning in the Foundation Stage.

Display

We create a rich and stimulating environment by using visual and interactive displays.
We provide display areas for children's own work, including pictures, drawings, writing and models.

We ensure that displays are informative, and relevant to all families within the local community.

Safeguarding

Rationale

In the EYFS, the safety of the children is our priority. We guarantee that staff will be vigilant, and keep a close eye on the children in their care. They will follow the established safety procedures at all times.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- they know, and implement, national safety requirements relating to the premises, the staff and the children.
- they establish a regular servicing contract for fire and safety equipment and appliances to conform with the required safety standards.
- identified faults are made safe and verified by certification.
- all staff have regular updated safety training from relevant agencies, such as the Local Authority or private training agencies, and receive certificates as evidence of this.
- new members of staff, including students and volunteers, receive copies of the Safety Policy or Manual, and that this is discussed during their induction meeting.
- a suitably-qualified, named member of staff is responsible for keeping the policy updated and making regular safety checks.
- parents are given the information about *How We Keep our Children Safe* when their child begins school.
- safety issues are discussed regularly at staff meetings.
- parents and carers are kept informed of any safety issues by notices or leaflets that have been displayed in a prominent place.
- they provide an Accident Book that informs staff, parents and carers of any incidents that have occurred.
- they monitor and assess the Accident Book on a regular basis and take reasonable steps to prevent any similar accidents occurring in the future.
- visitors sign in at the school office and are provided with a badge.
- permanent play features such as our slides and sand pits are safe and kept in good repair.
- they make every effort to teach children awareness of safety issues through planned and spontaneous discussion, as well as routines, planned activities and topics.

Security

The security of the children is our first concern. In both the Nursery and Reception classes, we prevent unwanted visitors entering by keeping doors locked, addressing unknown people and adhering to the school policy for admission of visitors.

The staff take fire requirements into account when they are locking doors.

We ensure that both indoor and outdoor areas are kept safe and secure. All doors are closed on arrival and departure from the premises. Gates and boundaries are kept in good repair and are checked regularly.

We ensure that parents and carers are made aware of arrival and collection procedures, including early collection procedures and the procedures that are followed if they are delayed and their child is not collected.

We require parents to inform staff in advance, either by telephone or in writing if another adult will be collecting their child.

We do not permit children under the age of 16 to collect any child from Heald Place Primary School.

We ensure that children are handed over personally to the adults collecting them.
We monitor and review security procedures regularly.

Levels of supervision

We always observe the adult:child ratio.

We guarantee that children will always be within the hearing or sight of an adult.

Registers are taken at the beginning of both morning and afternoon sessions to ensure that all children are on the premises. Headcounts are carried out throughout the day and at points of transition.

We always escort and supervise children in outside areas.

We always supervise children who are eating and drinking.

We are always aware of children who are using a toilet or bathroom.

We do not leave any child who is on an outing or trip unattended at the venue or in a vehicle.

We offer children assistance when they are getting into or out of a vehicle.

Fire safety

At Heald Place Primary School, the Health and Safety Leader is responsible for whole school fire safety procedures.

Fire safety procedures are reviewed regularly by the Health and Safety Leader. These procedures are displayed prominently in the EYFS classrooms.

Fire control equipment, including fire blankets, fire alarms and smoke detectors, are checked and serviced regularly.

Fire exits and routes are clearly marked in both the Nursery and Reception classrooms and are checked regularly for ease of opening.

Fire exits and routes are free from obstructions.

Fire drills are carried out regularly and within the frequency agreed by the FSO.

Staff are aware of their roles and responsibilities in the event of an emergency or fire.

Risk assessment

Risk assessment is the responsibility of the Assistant Headteacher for the Foundation Stage and the year group leaders.

Every reasonable effort is made to carry out a risk assessment on every potential hazard.

Risk assessment documentation is monitored and reviewed regularly.

In the EYFS we carry out risk assessments on the following potential hazards:

- Admission and collection of children
- First Aid
- Slips, trips and falls
- Play equipment
- Electricity and gas
- Doors, glass and windows
- Floors and stairs
- Stacked furniture
- Water hazards, such as paddling or dabble pools
- Hot appliances
- Cookery
- Food and liquids
- Medicines
- Outings, trips and transport
- Off-site education
- Storage of dangerous or hazardous substances, chemicals and equipment
- Manual handling of large objects
- V.D.U. operations
- Stress
- The carpark
- General safety in and around the setting
- Outside areas
- Security
- Hazardous plants

Risk assessments take account of the individual needs of staff, parents/carers, children and visitors. It also considers the environment being used, the activity taking place and the adult:child ratio.

The risk assessment documentation includes information under the following relevant headings:

- The risk or hazard
- The adult(s) taking responsibility for the activity
- Who is at risk?
- What is the risk?
- Procedures
- Action taken to eliminate or minimise the risk
- Time scales
- Who is responsible for taking action?
- Monitoring and reviewing the risk

Outings and off-site visits

Before any outing or trip a member of staff makes a visit to the venue to assess any risks or dangers that may occur there, or on the journey.

We take the location of the venue and length of journey into account when considering its suitability for the children in terms of their cultural requirements, physical disabilities, age, size and maturity.

We seek parental permission in writing before any trip. No child will be taken out from the premises without parental permission.

A risk assessment form is completed before any trip.

If transport is used, information about the vehicle and the named driver will be collated before the trip, including police checks on the contracted drivers and any escorts. Licences, MOT and insurance certificates are checked to make sure they are valid and up to date and cover private business use.

The driver is chosen from a list of named and approved drivers.

We check that seat belts have been fitted and that there is a seat available for every child and adult.

We ensure that the legal speed limit is observed.

Staff take a mobile phone on any trip in case of an emergency. They also take, as necessary, First Aid equipment, medication such as inhalers, spare clothing, plastic bags, water and emergency contact details of both children and adults.

Safe play

We check new and old equipment, resources and resources regularly to make sure they are safe and meet all regulations.

We check the suitability and state of repair of surfaces on which the children play on a regular basis.

We make safety checks before all activities begin. We remind the children about safe practice whenever necessary.

Special Educational Needs and Disability

Rationale

In the EYFS of Heald Place Primary School, we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

We work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

Implementation of the policy in the EYFS

It is the responsibility of the Headteacher, Governors and EYFS staff to:

- produce an Inclusion Policy for the EYFS and make it available to all parents. This provides information on how children with special needs and disabilities are supported within the EYFS.
- ensure that all staff, including students and volunteers, are aware of the details of the policy.
- be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5.
- ensure that the work of the EYFS has 'due regard' to the current codes and legislation for working with students with special educational needs and disability.
- identify the necessary provision and staff arrangements to meet the special needs of the children.
- appoint one member of staff to support the whole school Special Needs Co-ordinator. This person will be responsible for supporting children with special needs within the EYFS and will be:
 - ❖ familiar with the Code of Practice 2015
 - ❖ able to support other staff
 - ❖ capable of making links with parents and other agencies.
- ensure that no child with special needs is refused a place at Heald Place Primary School.
- set high, but achievable, targets for children with special needs with staff, parents and children.
- liaise with organisations and agencies who are concerned with children's special needs and disabilities.
- ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding.
- make effective use of any available LA funding and resources to meet the identified needs of children in the EYFS.

Staff working with children with special needs focus on the following:

- early identification
- early intervention
- inclusive education

- physical environment
- partnership with parents
- multi-agency collaboration.

Early identification and intervention

We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs.

We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children.

We share all information on children's progress with parents at termly progress meetings and through the sharing of termly summaries of observations and biannual school reports.

We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear targets and strategies for development and progress.

We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.

In order to make appropriate and effective provision or adaptations, we collect information from parents to find out the children's:

- visual/hearing needs
- physical needs
- emotional needs
- learning needs
- self-help needs
- communication needs.

We ensure that children with special needs and disabilities are involved in play activities alongside the other children wherever possible.

We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution.

We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.

We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.

We plan open-ended learning activities and experiences to help all the children to participate and learn, although we may need to differentiate for some learning activities and experiences and provide alternative formats or additional equipment and resources for particular children.

We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.

Physical environment

We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of the EYFS, both indoors and outdoors.

We make every effort to organise appropriate space for the children's supported and independent movement.

We ensure that children with special needs have easy access to toilet and eating facilities.

We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

Partnership with parents

We encourage parents to work closely with staff to support their children's individual needs.

We make time to focus on discussion of the children's strengths, as well as their needs.

We check that parents understand the graduated procedures of intervention.

We respect the different perspectives and needs of parents.

The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents.

We consult with parents about information that should be shared with others.

Multi-agency collaboration

The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.

We gather information on relevant contacts and services to share with parents.

We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

Suitable Person

Rationale

All adults working in the EYFS are committed to providing high-quality care for the children.

Our primary concern is the safety and welfare of the children and every member of staff is suitable for his or her role and responsibilities.

Employees have relevant qualifications to care for young children and there is an ongoing programme of training to ensure that an appropriate standard of care is maintained.

Implementation of the policy in the EYFS

The Headteacher, Governors and EYFS staff must ensure that:

- parents are aware of the policy for recruiting suitable persons to work in the EYFS.
- all the adults who care for the children understand the requirements of the Early Years Foundation Stage and associated curriculum. Ongoing training and CPD is undertaken at regular intervals to maintain and update staff knowledge and skills.
- any adults with the children have qualifications and experience relevant to their roles within the EYFS.
- staff are offered support to further their qualifications and to develop their skills, knowledge and expertise in childcare. This will include drawing up and implementing an action plan to develop the skill base of staff.
- the safety and welfare of the children are paramount when staff are recruited, and when students and volunteers are accepted to work in the EYFS. Adults employed to work in the EYFS are vetted for their suitability to work with children in accordance with the Protection of Children Act and the DfE requirements.
- any adults who have not been checked will be accompanied by a member of staff at all times. This includes all visitors, suppliers and entertainers. Students and volunteers working in the EYFS will be supervised at all times.
- all adults working in the EYFS are physically and mentally fit to care for children.
- the care provided for the children in the EYFS is consistent, safe and meets the particular needs of individuals.

Training and qualifications

We offer a period of induction to all new staff, students and volunteers.

A qualified, experienced member of staff acts as a supervisor and mentor to all students and volunteers.

We offer an ongoing planned programme of training to enable staff to improve their skills and abilities, and keep up to date with current initiatives. Evidence of additional training and qualifications are held in staff records.

We use a staff appraisal scheme so that employees have regular opportunities to discuss their individual training needs with the registered person.

Transition

Rationale

At Heald Place Primary School, we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for Reception to KS1 transition. The policy also facilitates how we meet the legal requirements of Education Acts and National Curriculum requirements.

Aims

We want our children to experience a smooth educational and emotional transition from one phase to the next. This will ensure that children make the best all round progress.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process and their perceptions about transition are explored and valued.

There are clear curriculum guidelines for children with learning difficulties during transition. Appropriate assistance will be provided in a variety of ways including:

- A range of learning styles
- Using pupil's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child.

Principles that underpin the policy

The principles that underpin our transition policy are:

- Approaches to teaching and learning should be harmonised at the point of transition.
- Planning should be based upon assessment information from the previous class/group/setting.
- Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or is not appropriate for the next phase/Key Stage.
- There should be a professional regard for the information from the previous setting/phase.
- Children's emotional welfare, wellbeing and involvement should be assessed before and after transition.
- Children should enjoy the transition process.
- The transition should motivate and challenge children.
- Staff allocation for a period prior to, during and after initial transition should be made to maximise the comfort and welfare of the children.
- Effective transition takes time, and is a process rather than an event.
- Parents and carers need to feel well informed about and comfortable with all transitions in their child's life.
- Children, parents/carers and staff need to be involved on an equal basis.
- Transition is about the setting fitting the child, not the child fitting the setting.
- Transitions are not overlooked or left to chance, but thought about and planned in advance.

Initial preparations

Transitions are not overlooked or left to chance; good transition takes careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place and build their review into the schools Self Evaluation schedule.

- Year One teachers to spend some designated time in Reception during Summer B, observing children in their familiar environment and observing practice.
- Time is planned in Summer B for hand-over meetings between Reception and Year One teachers to discuss on-going assessment and EYFS Profile information.
- SLT instruct teams on the key documentation to be passed on at the end of the year.
- Reception children visit Year One a minimum of once during Summer B.
- Arrangements are made for passing on information to parents about the transition to Year One.
- Reception parents are invited to meet the Year One teacher/support staff (where practicable) and explore the Year One environment.

- The Assistant Headteacher for the Foundation Stage attends the pupil progress meetings for Year One learners in the Autumn term to monitor standards.
- The Assistant Headteacher for the Foundation Stage completes a transition audit in Summer B to ensure that policy and practice guidelines have been followed.

Creating an appropriate environment

- In Summer B, Reception and Year One teachers lead each other's classes to develop a greater understanding of children's learning and gain knowledge about the curriculum.
- Teaching and Learning Support move temporarily with children/permanently with Reception children to their next class.
- Reception and Year One staff meet to discuss assessment information.
- Reception teachers highlight those children who are still working at Foundation Stage level or may need a modified curriculum.
- Year One teachers will use cross-phase planning that incorporates both Profile and National Curriculum levels.
- Reception and Year One teachers meet in the latter part of the summer term to discuss the possible curriculum and environment for the first half term in Year One.
- Teachers meet after the first few weeks in Year One to discuss individual children after the settling in period.

Partnership with parents

At Heald Place Primary School, we encourage parents to be involved by:

- Inviting parents/carers into school 3 times a year to discuss the progress of their child.
- Inviting parents/carers into school in the Summer term to discuss the annual report.
- Inviting parents/carers to curriculum evenings.
- Half termly information booklets/newsletters to inform parents of curriculum coverage.
- Encouraging parents/carers to come in and help with educational visits.
- Parents/carers are informed in Summer B about the class that their child will be in.
- Parents/carers are given clear information about what to expect in their child's year group.
- Parents/carers are given the opportunity to meet their child's staff at stay/play/learn sessions and Come and Celebrate.
- Parents/carers are invited to experience their child's environment, classroom layout and resources in Autumn A.

Continuing Professional Development

- All EYFS staff and subject leaders know what the Early Years Foundation Stage Profile contains and how to interpret the expectations.
- EYFS and Year One teachers know how the Early Years Foundation Stage Curriculum links to the National Curriculum.
- EYFS staff are confident in making assessments through the observation of children.
- Reception and Year One teachers plan collaboratively checking that continuity and progressions are evident from Reception to Year One.
- Professional development opportunities in relation to transition are evident in the School Development Plan.