

Early Years Policy

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Statement of intent

At our ACE Derbyshire Schools we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Department for Education (2025) Statutory Framework for the Early Years Foundation Stage (effective 1 September 2025)
- Department for Education (2025) Keeping Children Safe in Education
- Department for Education (2025) Working Together to Safeguard Children
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2026) 'Keeping children safe in education (KCSIE) 2026'

This policy operates in conjunction with the following school policies:

- EYFS Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Fire Safety Policy
- Data Protection Policy

Roles and responsibilities

The local governing committee will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.

The headteacher of each school will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the local governing committee and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The key person will be responsible for:

- Support the child's emotional wellbeing, sense of security and the development of positive attachments.
- Plan and implement settling-in arrangements that are responsive to the individual needs of the child and their family.
- Monitor the child's attendance, welfare, learning and development, identifying any concerns at the earliest opportunity.
- Maintain effective communication with parents and carers and act as a consistent point of contact.
- Work in partnership with families to share information, celebrate achievements and support next steps in learning.
- Identify emerging Special Educational Needs and Disabilities (SEND) and contribute to the graduated approach in partnership with the SENCO and parents.
- Contribute to the monitoring and assessment of each child's progress and help to ensure appropriate support is provided where required.
- Remain vigilant to any safeguarding concerns and report concerns promptly in accordance with the school's safeguarding and child protection procedures.
- Support transitions both within the setting and as children move on to their next stage of education.
- The key person will work closely with other staff to ensure that every child receives consistent care, support and opportunities to thrive within a safe, nurturing and inclusive environment.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

2. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language
- Physical development
- Personal, social, and emotional development

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

All staff members will have due regard to the learning and development requirements as set out in the school's EYFS Policy .

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs.

3. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception. The Reception Baseline Assessment (RBA) will include new digital assessment elements from academic year 2025/26 onward.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

4. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The school's Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they may have.

The EYFS curriculum will be planned to meet the needs of individual children and support them to make progress at their own pace within an inclusive, nurturing and ambitious learning environment.

The school is committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential. Early identification of additional needs is a key priority, and practitioners will monitor children's progress and development through ongoing observation and assessment. Where concerns are identified, staff will work closely with parents and carers to identify barriers to learning and plan appropriate support at the earliest opportunity.

The school follows a graduated approach to SEND support through the Assess-Plan-Do-Review cycle. This enables practitioners, parents and, where appropriate, external professionals to work together to identify needs, implement support, review its impact and plan next steps.

SEND provision within the EYFS will be coordinated and monitored by the school's SENCO, who will provide guidance to staff, work in partnership with families and coordinate additional support where required. Where appropriate, the school may seek advice and support from external agencies, including educational psychologists, specialist teachers, speech and language therapists, health professionals and local authority services.

Additional support may be provided through inclusion funding or other targeted resources where appropriate. For children with significant or complex needs, the school will work collaboratively with families and professionals to support requests for an Education, Health and Care Plan (EHCP) and to ensure that any provision specified within an EHCP is implemented effectively.

The school will work in partnership with parents and carers throughout the SEND process and will ensure that children with SEND are fully included in all aspects of school life, learning opportunities and wider experiences.

5. The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils’ learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- Reading corner
- Creative play
- Role play and small world
- Physical development through Gross and Fine Motor Focus
- Construction Area
- Outdoor provision including but not limited to; sand, water and large construction
- Mark making and maths areas

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Outdoor learning is regarded as an essential part of the curriculum and provides opportunities across all seven areas of learning.

Enrichment

The school is committed to broadening children's experiences and developing their understanding of the world beyond their immediate environment. Through a carefully planned programme of enrichment opportunities, children will be provided with meaningful experiences that enhance learning, build cultural capital and support their personal development.

The school will ensure that enrichment opportunities are inclusive, meaningful and carefully planned to support children's learning, development and preparation for future success

6. Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the ‘Statutory framework for the early years foundation stage’ to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Emerging Safeguarding Risks

Staff will receive training and updates to ensure they remain aware of current and emerging safeguarding risks that may affect children and families. This includes awareness of:

- Online safety and the safe use of technology.
- Risks associated with smartphones, tablets, smart devices and internet-enabled technologies.
- The misuse of artificial intelligence (AI) and AI-generated content.
- Inappropriate image sharing and online exploitation.
- Indicators of domestic abuse and its impact on children's welfare and development.
- Criminal exploitation, including county lines activity.
- Child-on-child harmful behaviour.
- Any local safeguarding issues identified through safeguarding partnerships or local authority guidance.

Staff will remain vigilant to the impact that these issues may have on children and families and will report any concerns in accordance with the school's Child Protection and Safeguarding

Policy. Safeguarding concerns will be managed in partnership with the Designated Safeguarding Lead (DSL) and, where appropriate, external agencies.

Whistleblowing

The school is committed to maintaining a culture of openness, transparency and accountability. All staff have a responsibility to raise concerns where they believe that the conduct, behaviour or suitability of an adult working with children may place a child at risk of harm.

Any concerns regarding the conduct, behaviour or suitability of adults working with children will be reported immediately in accordance with the Trust Whistleblowing Policy. Staff will be supported to raise concerns and will be able to do so without fear of recrimination.

Attendance, Welfare and Children Missing Education

The school recognises that regular attendance is important in promoting children's learning, development, wellbeing and safeguarding. Staff will work in partnership with families to encourage good attendance and to identify and address any barriers that may affect a child's participation in nursery provision.

Attendance will be monitored for all children attending the nursery. Registers will be completed accurately and promptly in accordance with school procedures. Where a child is expected to attend and is absent without explanation, the school will seek to establish the reason for the absence as soon as possible.

Where a child does not arrive as expected and no reason has been provided, staff will:

- Contact parents and/or carers on the first day of absence.
- Record all attempts to contact the family.
- Ensure that the child's welfare is considered where contact cannot be established.
- Escalate concerns in line with safeguarding procedures where appropriate.

Where absences become frequent, prolonged or unexplained, the setting will work in partnership with parents and carers to understand the reasons and provide support where required. Patterns of absence will be monitored and may be discussed with the Designated Safeguarding Lead (DSL), SENCO or other relevant professionals where concerns arise regarding a child's welfare, wellbeing or access to learning.

Any concerns relating to a child's safety, welfare or whereabouts will be recorded and managed in accordance with the Trust's safeguarding and child protection procedures. Where staff are unable to establish the reason for a child's absence, or where the circumstances of an absence raise safeguarding concerns, the Designated Safeguarding Lead will determine any further action required, including consultation with external agencies where appropriate.

The school will follow local authority guidance and procedures in relation to children whose whereabouts are unknown, and will work collaboratively with families and relevant agencies to ensure that all children are safe and receiving appropriate support.

Parents and carers are expected to notify the school as soon as possible if their child will be absent and to keep the school informed of any ongoing absence.

7. Staffing

Suitable people

The Trust will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly.

- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.
- The school must obtain full employment references for all staff and volunteers before they begin work. This is now a statutory requirement.
- Schools must supply employment references to other settings when requested as part of safer recruitment expectations**.**

Any medication used by staff will be securely stored in a designated location named by each individual school.

Smoking and vaping

The trust will support the schools to:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present and consider the advice from Public Health England on their use in public places and workplaces.

Qualifications, training, support, and skills

The trust will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
    - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
    - Understand the school's safeguarding policy and procedures.
    - Ensure they have up to date knowledge of safeguarding issues.
- Training will also include, where appropriate:
    - Safeguarding and child protection procedures.
    - Prevent Duty and wider safeguarding responsibilities.
    - Paediatric first aid.
    - Safer sleep practices and safe sleep monitoring.
    - Choking prevention and emergency response procedures.
    - Allergy awareness and allergy management.
    - Anaphylaxis awareness, including the administration of emergency medication where required.
    - Food hygiene and safe food handling procedures.

- Intimate care procedures and safeguarding during intimate care.
- Supporting children with medical conditions.
- Behaviour management and supporting children's emotional wellbeing.
- Special Educational Needs and Disabilities (SEND).
- Health and safety requirements relevant to EYFS provision.

Staff training needs will be reviewed regularly through supervision meetings, performance management processes and monitoring activities. The school will ensure that staff receive updates whenever there are changes to legislation, statutory guidance or identified areas of need within the setting.

- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families. This is vis the Trust EYFS supervision policy and guidance.
- Staff qualified through the Experience-Based Route (EBR) may be counted in level 3 ratios if they meet all other requirements, including holding a valid PFA qualification.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the office of the individual school.
- Early years students and trainees must now have paediatric first aid training to count within staffing ratios at the level below their study level.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff : child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Managers appointed on or after 1 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position.
- There is a named deputy who is capable and qualified to take charge in the managers absence. They will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the headteacher.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children under two:

- There will be at least one member of staff for every three children.
- At least one staff member will hold an approved level 3 qualification and will be suitably experienced to work with children under two.
- At least half of other staff will hold an approved level 2 qualification.
- At least half of all the members of staff will be trained in the care of babies.

- Where there is a room for under two-year-olds, the member of staff in charge of that room will have suitable experience of working with under twos.

For children aged two:

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification.
- At least half of the other staff members will hold an approved level 2 qualification.

For children aged three and over:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children, there will be:
    - One member of staff for every 13 children.
    - At least one other member of staff will hold an approved level 3 qualification.

- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children, there will be:

    - One member of staff for every eight children.
    - At least one other member of staff will hold an approved level 3 qualification.
    - At least half of all other staff holding an approved level 2 qualification.

- In independent schools - including in nursery classes in free schools and academies - where there is a person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with children:

    - For classes where the majority of children will reach the age of five or older within the school year, there will be at least one member of staff for every 30 children.
    - For all other classes there will be at least one other member of staff for every 13 children.
    - At least one other member of staff will hold an approved level 3 qualification.

- In independent schools - including in nursery classes in free schools and academies - where there is no person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher working directly with children:

    - There will be at least one member of staff for every eight children.
    - At least one member of staff will hold an approved level 3 qualification.
    - At least half of all other staff will hold an approved level 2 qualification.

- In maintained nursery schools and nursery classes in maintained schools:

- There will be at least one member of staff for every 13 children.
- At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
- At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Key person

Every child will be assigned a key person. Parents will be informed of their child's key person when their child starts at the setting. The role and responsibilities of the key person are outlined in the Roles and Responsibilities section of this policy.

Supervision of children and Welfare Monitoring

The safety and wellbeing of children is paramount. Appropriate staff deployment will ensure that all children are effectively supervised throughout the day and that their individual needs are met promptly and consistently.

Children attending nursery provision will remain within sight and/or hearing of staff at all times. Staff will be deployed to ensure continuous supervision during indoor and outdoor learning, transitions, mealtimes, snack times, toileting routines, sleep and rest periods, educational visits and other activities.

Staff will maintain an active awareness of children's whereabouts, wellbeing and engagement, undertaking regular headcounts and checks throughout the day. Children will never be left unsupervised. Particular consideration will be given to children who are sleeping, receiving intimate care, becoming unwell, requiring additional support, or accessing different areas of the provision.

The nursery environment and daily routines will be organised to minimise risks, promote children's safety and support their learning and development. Any concerns regarding a child's welfare, wellbeing or safety will be acted upon immediately and reported in accordance with the school's safeguarding procedures.

8. Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Ensure that fresh drinking water is always available and accessible to children.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.
- Schools must follow the new national nutrition guidance for early years settings unless there is a valid reason not to do so.

Mealtime and Snack Supervision

- Children will always remain within sight and hearing of staff whilst eating and drinking.
- Staff will be appropriately deployed during meals and snack times to ensure active supervision.
- Children will sit down whilst eating and drinking.
- Children will be encouraged to eat calmly and safely and not walk, run, climb or play whilst consuming food.

- Staff will model safe eating behaviours and support children to develop independence appropriate to their age.

Choking Prevention

To minimise choking risks:

- Food will be prepared in a manner appropriate to the child's age and stage of development.
- Foods identified nationally as presenting choking hazards will be prepared safely.
- Grapes, cherry tomatoes and similar foods will be cut lengthways.
- Hard foods will be grated, cooked, sliced or modified as appropriate.
- Children will not be allowed to share food from lunchboxes or snacks.
- Staff will monitor children who are known to eat rapidly or have swallowing difficulties.
- All staff will understand choking prevention procedures and know how to summon first aid assistance immediately.

Allergies and Dietary Requirements

The school will:

- Obtain detailed information regarding allergies, intolerances, cultural requirements and dietary preferences before admission.
- Maintain an up-to-date allergy register.
- Ensure all staff working with the child are aware of relevant dietary requirements.
- Share allergy information appropriately whilst maintaining confidentiality.
- Implement individual healthcare plans where required.
- Avoid cross-contamination during food preparation and serving.
- Ensure emergency medication such as adrenaline auto-injectors is readily accessible and staff trained in its use.

Food Preparation and Hygiene

The school will:

- Follow food hygiene regulations and guidance.
- Maintain high standards of handwashing before food preparation and eating.
- Clean tables and eating areas before and after use.
- Ensure food is stored safely and at correct temperatures.
- Ensure food preparation areas remain inaccessible to children unless directly supervised.

- Ensure all staff handling food receive appropriate food hygiene training.

Safe Sleep, Rest and Supervision

The school recognises its duty to ensure children who require sleep, rest or quiet relaxation periods are kept safe and closely supervised at all times.

Safe Sleep Procedures

Where children sleep during the nursery day:

- Sleep arrangements will be discussed and agreed with parents on admission.
- A record will be maintained of each child's usual sleep requirements, routines and any specific parental instructions.
- Children will only sleep in age-appropriate equipment that complies with current safety requirements.
- Children will never be left unsupervised whilst sleeping.
- Sleeping children will remain within sight and/or hearing of staff at all times, with regular physical checks undertaken and recorded.
- Staff will undertake and document welfare checks at intervals determined by the age and needs of the child, and no less frequently than every 10 minutes for babies and younger nursery-aged children.
- Sleeping children will be checked for breathing, colour, temperature and general wellbeing.
- The room temperature will be maintained at a comfortable level and children will be dressed appropriately to prevent overheating.

Safe Sleeping Position

For babies and children under two years:

- Children will always be placed on their backs to sleep unless medical advice states otherwise.
- Babies will be positioned with their feet at the foot of the cot.
- Children's heads and faces will remain uncovered at all times.
- Pillows, quilts, duvets, cot bumpers, sleep positioners, nests and soft toys will not be used in sleeping spaces.
- Staff will ensure sleep spaces are clear and free from hazards before use.
- Any child who independently rolls during sleep will be monitored carefully and placed according to their individual safe sleep assessment.

Children Falling Asleep Unexpectedly

Where a child falls asleep unexpectedly:

- Staff will assess whether the child is tired or potentially unwell.
- The child's temperature and presentation will be checked.
- Parents will be informed where prolonged sleep, unusual lethargy or illness is suspected.
- Any concerns regarding a child's health will be escalated in accordance with the illness and first aid procedures.

Monitoring Unwell Children

Children who become unwell whilst at school will:

- Remain under direct supervision of a suitably trained member of staff.
- Never be left alone whilst resting.
- Be made comfortable in a quiet area where they remain visible to staff.
- Have parents/carers contacted as appropriate.
- Have any deterioration in condition escalated immediately to first aiders, emergency services or parents as required.

Sleep Risk Assessments

To ensure the safety and wellbeing of children who sleep whilst attending nursery, each setting will undertake and maintain a documented Safe Sleep Risk Assessment. This assessment will be reviewed regularly, and whenever there are changes to a child's needs, medical circumstances, sleeping arrangements or statutory guidance.

The Safe Sleep Risk Assessment will consider:

- The suitability, safety and condition of the sleep environment, including room temperature, ventilation, lighting and access for supervision.
- The appropriateness and safety of sleep equipment, including cots, sleep mats, bedding and any equipment provided or approved by parents.
- Staffing levels, supervision arrangements and the frequency of welfare checks undertaken whilst children are sleeping.
- Individual children's age, developmental stage, sleep routines and specific care needs.
- Any medical conditions, disabilities, allergies or healthcare plans that may affect a child's sleep, breathing or general wellbeing.
- Information shared by parents regarding their child's sleep habits, comforters, routines and any known risks or concerns.

The setting will work in partnership with parents and carers to understand and accommodate individual sleep routines wherever it is safe and appropriate to do so. Whilst parental wishes

and preferences will be considered carefully, the school will always follow current safer sleep guidance and statutory safeguarding requirements. Where a parental request conflicts with recognised safer sleep practices, the designated safeguarding lead and nursery lead will work with the family to agree safe alternative arrangements that prioritise the child's welfare.

Safe Sleep Risk Assessments will be recorded, shared with relevant staff and reviewed at least annually, or sooner where concerns arise, an incident occurs, or there is a significant change in a child's circumstances. Staff will ensure that all agreed control measures are consistently implemented and monitored to maintain a safe sleeping environment for every child.

Intimate Care, Toileting and Nappy Changing – refer to intimate care policy

The school will work in partnership with parents and carers to support children in developing age-appropriate toileting skills and independence. Children will be supported sensitively and respectfully, recognising that children achieve toileting independence at different rates.

- Children's dignity, privacy and welfare will be respected at all times.
- Intimate care will only be delivered by authorised staff.
- Staff will explain what they are doing throughout the care process.
- Nappy changing areas will balance privacy with safeguarding and will not be fully secluded from adult oversight.
- Appropriate PPE will be used.
- Hands will be washed before and after all intimate care procedures.
- Any concerns about marks, bruising, injuries or signs of neglect will be recorded and reported immediately to the DSL.
- Staff will follow the school's Intimate Care Policy and safeguarding procedures.

Emotional Wellbeing

The school is committed to promoting children's emotional wellbeing and supporting them to feel safe, secure and valued. Practitioners recognise that positive relationships and a nurturing environment are fundamental to children's learning, development and overall wellbeing.

The school will:

- Promote secure attachments through warm, responsive and consistent relationships with children.
- Support children to recognise, express and manage their emotions appropriately.
- Use co-regulation approaches to help children develop self-regulation and resilience.
- Provide predictable routines and clear expectations to help children feel safe and secure.

- Support children who may be experiencing anxiety, bereavement, trauma or other adverse experiences, working with families and external agencies where appropriate.
- Foster a culture of belonging, inclusion and respect where every child feels valued.
- Work in partnership with parents and carers where concerns regarding a child's emotional wellbeing arise.

Staff will monitor children's emotional wellbeing as part of their ongoing observations and assessments and will seek additional support where concerns are identified. Where appropriate, the school will work with families, the SENCO and external professionals to ensure children receive the support they need to thrive.

Supporting and understanding children's behaviour

The trust will support schools to:

- Build positive, respectful and trusting relationships with children.
- Support children to recognise, understand and express their emotions appropriately.
- Use co-regulation strategies to help children develop self-regulation skills and emotional resilience.
- Promote emotional literacy through modelling, discussion, stories and planned learning opportunities.
- Provide consistent routines, boundaries and expectations that help children feel safe and secure.
- Use restorative conversations to support children in understanding the impact of their actions and repairing relationships where appropriate.
- Take a trauma-informed approach, recognising that some behaviours may be linked to adverse childhood experiences, attachment difficulties or unmet needs.
- Work in partnership with parents, carers and other professionals where additional behavioural or emotional support is required.

The school will not give or threaten corporal punishment and will not use any punishment that could adversely affect a child's wellbeing. Where physical intervention is necessary to prevent a child from injuring themselves or others, or from causing serious damage to property, it will be used in accordance with the EYFS statutory framework, recorded appropriately and shared with parents as soon as reasonably practicable.

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9. Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept within the class space in a locked cupboard.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located within the class space in a locked cupboard.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.
- Policies must reflect updated DfE expectations on ensuring children's privacy during toileting and nappy changing, balanced appropriately with safeguarding considerations.

Safety of premises

The trust will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The trust will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Check the sleeping arrangements comply with guidance
- Ensure there are an adequate number of toilets and hand basins available. There will be at least one toilet facility available to the EYFS, with separate toilet facilities for adults.

- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The trust will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The trust will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

10. Mobile phones and devices

For the purposes of this policy, the term **"mobile phone"** refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children

are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

11. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The trust will support individual schools to:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent - a minimum of two emergency contacts;
- annual review of medical and dietary information

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS

- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Schools must maintain additional emergency contact details for each child in line with strengthened welfare requirements.

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

12. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. A named location/office will be utilised for confidential discussions between staff and parents this will be specific to the individual school.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Information Sharing with Parents and Carers

The school recognises that parents and carers are a child's first and most enduring educators. Effective partnership working supports children's learning, development, health, safety and wellbeing.

Parents and carers are expected to share relevant information about their child to enable the school to meet their individual needs safely and effectively. Parents must notify the school without delay of any changes to their child's:

- Medical condition or diagnosis;
- Allergies or intolerances;
- Medication requirements;
- Sleep patterns or sleep-related needs;
- Dietary requirements, restrictions or preferences;

- Emergency contact details;
- Health care plans or professional involvement.

The school will work in partnership with parents and carers to ensure that information remains accurate and up to date. Relevant information will be shared with staff on a need-to-know basis to support children's safety, welfare and wellbeing whilst maintaining appropriate confidentiality.

Settling in procedures

The school recognises that a positive and carefully planned settling-in process is essential in helping children feel safe, secure and ready to learn. Settling-in arrangements will be flexible and responsive to the individual needs of each child and family.

Before admission, parents and carers will be invited to share information about their child's interests, routines, preferences, health needs and any additional support requirements. Each child will be allocated a key person who will act as the main point of contact for the family and support the child's emotional wellbeing during the transition into nursery.

Where appropriate, children may attend introductory visits, stay-and-play sessions or gradual induction sessions before starting. The length and nature of the settling-in period will be determined in partnership with parents and reviewed according to the needs of the child.

Staff will work closely with families throughout the settling-in period, providing reassurance, maintaining regular communication and responding sensitively to children's individual needs. Particular consideration will be given to children with SEND, medical needs, English as an additional language (EAL) or those who may require additional support with separation and transition.

The child's wellbeing, engagement and emotional security will be monitored closely during the settling-in period. Any concerns will be discussed promptly with parents and appropriate support strategies agreed.

13. Transition

Transition into nursery

Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.

Children from local pre-schools will be invited to attend play sessions at the nursery in the summer term.

The early years lead will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-school managers.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited for a play session with their parents, in addition to other organised play sessions, during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Areas will be made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Transition into Reception

Nursery children will work with the Reception class at various times throughout the year for different events, such as the Christmas play, harvest celebration and singing events.

Nursery and Reception children will share an outdoor area during break times, and integration between classes will be encouraged.

During the summer term, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- Nursery children will have snack time in the lunch hall several times to reduce anxiety over lunchtime.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher and an information evening with their child's Reception class teacher.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Only the key practitioner will work with children when they join Reception, and gradually they will begin to work with other adults as the term progresses.

- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Begin to join the main school on the playground during break and lunchtime, supported by a member of Reception staff.
- Begin to attend assemblies with the main school, in addition to special assemblies throughout the year.
- Adopt a modified timetable similar to the Year 1 experience.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

14. Monitoring and review

This policy will be reviewed annually by the Director of Education, board of directors and the CEO.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is November 2027