



EARLY YEARS POLICY

February 2024

POLICY No. 27

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LEAD: Angela Macvie

GOVERNOR RESPONSIBLE: Kerry-Ann Cheshire-Whatley

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1. Introduction

1.1. The following statement forms the basis of the education that is offered to pupils in the Early Years department at Chadsgrove School.

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”
(DfE 2023)

1.2. All children attending the Early Years department at Chadsgrove School have some form of special educational need. This is generally in relation to a physical disability or complex health need and associated learning difficulties. Some children also have a sensory impairment and most have significant difficulties with communication.

2. Legislation

2.1. This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) for 2023](#).

3. Aims

3.1. This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parent carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3.2. Early Years practitioners aim to meet all of the above expectations and, in line with the guiding principles of provision at Chadsgrove School, also aim to:

- Provide a pleasant learning environment which promotes independence, effective learning, maximises potential and enables children to experience a sense of enjoyment and achievement
- Offer a curriculum which provides broad, balanced and relevant teaching and learning programmes suited to each child’s special educational needs
- Foster each child’s social, emotional and moral development, encouraging a positive self image and personal confidence as well as providing opportunities for pupils to learn how to co-operate and interact positively with each other
- Prepare pupils (where this is agreed to be the best course of action) for transfer into an alternative setting, for example, mainstream provision
- Enable all staff to receive appropriate training and support in relevant aspects of the work of the school.

4. Roles and Responsibilities

4.1. The **Governors** are responsible for

- Ensuring that this policy is regularly updated and that practice in Early Years reflects the contents of the policy.

- 4.2. The **Head Teacher** is responsible for
- Ensuring the health, safety and welfare of both children and staff within the department
- 4.3. The **Assistant Head Teacher** (Rebecca Sabel), supported by the **Deputy Head teacher** (Angela Macvie) is responsible for
- The Performance Management of teachers within the Early Years Department
 - Day to day leadership of the department
 - Monitoring curriculum planning, provision, assessment and data analysis
 - Statutory assessments and leading the annual reviews of EHC Plans
 - Contributing to or leading Child in Need reviews and Team Around the Child Meetings.
- 4.4. The **Early Years Practitioners** are responsible for
- The day to day running of the department, including the planning and delivery of learning activities
 - Reporting any concerns with regard to the health, safety and welfare of the children
 - Maintaining accurate records of progress, including learning journals and contributing to formal processes such as statutory assessment and the annual reviews of pupil's EHC Plans
 - Ensuring that all learning activities are appropriately differentiated and personalised to meet the needs of individual children
 - Liaising, as necessary, with members of the multi-disciplinary team and parent carers in order to achieve best outcomes for children.
 - Ensuring appropriate differentiation and personalisation within all activities
 - Making appropriate provision for pupils who need to use alternative or augmentative communication systems in order to access the curriculum
 - Making appropriate provision for Information and Communication Technology devices that afford pupils greater access to the curriculum
 - Ensuring the appropriate positioning of pupils, including the appropriate use of mobility aids and seating systems.
 - Ensuring the appropriate use of other therapy aids such as glasses and hearing aids.
 - Ensuring access to physiotherapy or other essential therapies whenever this is appropriate.

5. Curriculum

- 5.1. Chads Grove follows the curriculum as outlined in the latest EYFS statutory framework and Early Years practitioners ensure that each child is able to learn to the best of his/her ability by facilitating appropriate curriculum access at all times.
- 5.2. In planning and guiding children's activities, practitioners at Chads Grove consider the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning that are reflected in their practice are:
- Playing and exploring - children investigate and experience things, and 'have a go'
 - Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 5.3. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three areas, known as the prime areas, are seen as particularly important for

igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

- 5.4. The prime areas are:
- Communication and language
 - Physical development
 - Personal, social and emotional development
- 5.5. The prime areas are strengthened and applied through four specific areas:
- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- 5.6. At Chadsgrove, areas of learning and development also encompass specialist provision related to the specific educational and health needs of individual pupils. This may include but is not limited to the administration of medication, physiotherapy, speech and language therapy, hydrotherapy, provision of augmentative communication systems, sensory support and music therapy.
- 5.7. For children whose native language is not English, practitioners take reasonable steps to provide opportunities for children to develop and use their native language in play and learning, supporting their language development at home.
- 5.8. All areas of learning and development are delivered at a level appropriate to the developmental needs of the individual pupils within Early Years. For the majority of children this necessitates highly differentiated, personalised and multi-sensory learning experiences. Early Years practitioners always consider the individual needs, interests and stage of development of each child in their care and use this information to plan a challenging and enjoyable learning experience.
- 5.9. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and, where possible, child-initiated activity.

6. Structure of the EYFS

Planning

- 6.1. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children (and developmentally youngest) are expected to focus strongly on the three prime areas.
- 6.2. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- 6.3. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. A three year cycle of themes operates within early years. This outlines the general content of the learning activities to be covered and ensures appropriate breadth and balance within the curriculum. A summary of this cycle of themes can be found in Appendix 3.

- 6.4. Class teachers or subject leads (as appropriate) produce medium term plans which outline the learning activities in more detail and specify the curriculum Intent, implementation and projected learning outcomes/impact.
- 6.5. Practitioners leading individual sessions determine how the medium term plans will be delivered on a daily basis considering, in more detail, elements such as differentiation and personalisation for individual pupils.
- 6.6. All planning also considers Individual Education Plan targets and Education, Health and Care Plan outcomes (where appropriate) as these are an integral part of the learning experiences offered to children.

Teaching

- 6.7. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- 6.8. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning as they move through the school.

Timetables

- 6.9. The class teachers ensure that the timetable is broad and balanced and that all areas of the curriculum are covered. Teaching takes place through both individual and group work and much of the learning is through structured play activities.
- 6.10. The timetable reflects the Early Years Foundation Stage Framework and also takes into account additional curriculum requirements such as Physiotherapy and Speech and Language Therapy.
- 6.11. Many children have their lunch in school and this is regarded as an important time for them to develop their social and communication skills.

Organisation of Groups

- 6.12. Since September 2020 and following an extension (funded through a Nursery Capital Grant), there are now two groups within the Early Years Department. The department itself is known as 2LS and the two groups within it are the 'Butterflies' and the 'Busy Bees'. The children in both groups have a range of physical, medical, sensory and learning needs.
- 6.13. Children in the Butterflies group generally work on the three prime areas, following a sensory-based curriculum. The Busy Bees tend to take part in activities that additionally develop the four specific areas. All of the children spend significant parts of the day playing and interacting together and they may move between the two groups depending upon their needs.
- 6.14. Occasionally, if it effectively meets a child's learning needs, a child may be placed within a Key Stage 1 group (3LS or 5LS) whilst still in their Reception year. When this happens, appropriate planning and differentiation ensures that the child's learning experiences continue to reflect his/her chronological age and developmental level.
- 6.15. Occasionally children remain in 2LS beyond their Reception year and, when this situation arises, effective planning and target setting ensures that the needs of these pupils continue to be met.

Timetables and Individual Educational Objectives for these pupils may continue to be described in Early Years Foundation Stage terms, depending upon what is most relevant for the pupil concerned.

The Environment

- 6.16. The Early Years environment is organised to meet the needs of children with physical and associated learning or sensory disabilities. As such, appropriate access to equipment is given a high priority.
- 6.17. Staff in the department endeavour to make the classroom environment as stimulating as possible so that it supports and reflects the curriculum, teaching and learning. Early Years is well resourced with attractive and stimulating play equipment and materials. There are also numerous resources to aid in the delivery of the areas of learning and development and a bank of teacher resources which are continually being updated.
- 6.18. The Early Years classroom is 'zoned' into learning areas, for example a reading area and imaginative play area. There is also a small 'soft play' and multi-sensory area to enable children with limited mobility skills to play safely. In addition to the classroom area there is a kitchen and medication room. Both of these rooms are not accessible to children unless they are with an adult.
- 6.19. The bathroom is adjacent to the classroom area as is a large storage bay for wheelchairs.
- 6.20. Outside, there is an outdoor play area to enable children to access continuous play activities. This area has safety flooring incorporating a 'race track' and number line, a gazebo, a seesaw, slide, sand/water play activities and gross motor toys. To the side of the play area is a multi-sensory garden area and the pupils also have access to the forest school area at specific points during the week. The outdoor play area has a covered area to keep the children protected from the sun and to allow them to continue to access fresh air and outdoor activities during inclement weather.
- 6.21. All play materials are regularly checked, cleaned, updated and renewed due to wear and tear.
- 6.22. In addition, the children in Early Years have access to a range of shared school facilities including:
 - A hydrotherapy pool with multi-sensory equipment
 - Library
 - Soft play environment
 - Nature conservation area
 - Forest school area
 - Large outdoor adventure playground
 - Hall
 - Trampoline
 - Sensory Maze
 - Multi-Sensory Room
 - Cycle Track

7. Assessment, Recording, Monitoring and Reporting

Assessment

- 7.1. At Chadsgrove, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parent carers.

- 7.2. When a child is aged between 2 and 3, staff review their progress and provide parent carer with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.
- 7.3. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
- 7.4. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
 - Meeting expected levels of development
 - Not yet reaching expected levels ('emerging')
- 7.5. The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.
- 7.6. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.
- 7.7. It is recognised that assessment plays an important part in helping parent carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.
- 7.8. Practitioners understand that assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development.
- 7.9. Ongoing or formative assessment is an integral part of the learning and development process at Chadsgrove. Detailed and thorough observations of children by their teacher and other members of staff are considered to be essential to supplement other, more formalised, assessments and to inform planning. Practitioners assess and record individual responses and progress, either by observing the child at play, during group work or in individual teaching situations. The class planning folder or individual pupil folders contain copies of these observations.
- 7.10. In addition, more 'formalised' assessments are also integral to the education of pupils within Early Years since these contribute to the formation of a clear picture of each individual child's strengths and needs. Various forms of assessments are used and may include the following:
 - Statutory Assessments - including Baseline Assessment and The Early Years Foundation Stage Profile which is completed at the end of the Reception year
 - 'SOLAR' electronic assessments. Pupils are assessed using SOLAR within their first term at school in order to gain a baseline from which to set suitable targets and monitor future progress
 - Published or nationally accredited assessment materials, for example, functional vision or auditory assessments and swimming awards.

Recording

- 7.11. Each child within Early Years has a Pupil Information Folder stored electronically and, each term, individual educational objectives are written for pupils based upon identified needs.
- 7.12. Written observations are maintained on an on-going basis and individual objectives are formally reviewed on a regular basis, being changed wherever necessary.

- 7.13. In addition, videos and photographs may be used to supplement written observations and record keeping in order to further demonstrate a child's skills and achievements.
- 7.14. Each child has a Learning Journey which documents his/her progress over time. For children within the nursery, this is held in written form and for older pupils, it is stored electronically.
- 7.15. Learning journeys are available for carers to view during parent carer consultation evenings, reviews or at other times as requested.

Monitoring Progress

- 7.16. The progress of pupils within Early Years is regularly monitored through:
- Staff discussions – class team meetings are used to discuss planning and pupil progress and the phase leader facilitates discussions about pupils at other times
 - The moderation of pupil's work – this may include the analysis of teacher observations and video evidence
 - The tracking of termly pupil targets
 - The analysis of information and data contained within SOLAR.

Reporting

- 7.17. As part of the Progress Check, the progress of pupils in Early Years is reported to parent carers in the Summer Term each year. Parent carers are invited into school to discuss the Progress Check with the class teacher. This meeting is also used to share the child's Individual Education Plan and to discuss the support that is being offered in order to help address the child's identified areas of special educational need.
- 7.18. Annual reviews of Education, Health and Care Plans and parent carer consultation evenings are held during the year and regular contact is maintained daily with parent carers through the Home/School diary system. Informal events are also during the year and parent carers are always welcome to make an appointment at other times in order to discuss any worries or concerns that they may have.
- 7.19. Reports are written for other agencies whenever necessary.
- 7.20. Further information on Assessment, Recording and Reporting procedures can be found in the appropriate policy documentation.

8. Information and Record Keeping

- 8.1. Chadsgrove School maintains records, obtains and shares information, as appropriate, in order to ensure the safe and efficient management of the school, and to help ensure the needs of all children are met.
- 8.2. Chadsgrove School aims to ensure that all personal data collected about staff, pupils, parent carers, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulations (GDPR) and the provisions of the Data Protection Act 2018 (DPA 2018).
- 8.3. Records are easily accessible and available, although confidential information is held securely and only accessible and available to those who have a right or professional need to see it.

9. Safeguarding and Welfare

- 9.1. Chadsgrove recognises that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.
- 9.2. In accordance with the safeguarding policy that applies to the whole of Chadsgrove School, Early Years practitioners take all necessary steps to keep children in their department safe and well. This includes but is not exclusive to:
- Having a designated (and deputy designated) person responsible for all safeguarding issues
 - Being alert to any issues for concern in the child's life at home or elsewhere and knowing what to do if a concern is identified
 - Being able to identify, understand and respond appropriately to signs of possible abuse and neglect
 - Understanding the safeguarding policy and procedures
 - Having regard to the Government's statutory guidance 'Working Together to Safeguard Children'.

Ratios

- 9.3. The Early Years department is led by two class teachers and a senior teaching assistant. In addition, there are a varying number of teaching assistants depending upon the number and needs of the children in the group at any particular time. Additional senior teaching assistants also work within the department at various times during the week in order to offer additional expertise and support.
- 9.4. Staff make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. Generally, for groups of up to 8 pupils, there is one teacher and up to 3 teaching assistants. This high staff: child ratio ensures that the very specific needs of the children at Chadsgrove are met effectively at all times.

Premises

- 9.5. Early Years practitioners and the Senior Leadership Team at the school ensure that the department, including overall floor space, outdoor spaces and 'shared' areas of the school used by older pupils, are fit for purpose and suitable for all children.
- 9.6. The school Health and Safety policy applies equally to Early Years children and should be read in conjunction with this policy. School staff take all reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency. There is an emergency evacuation procedure which is regularly practised, appropriate fire detection and control equipment, fire exits which are clearly identifiable and fire doors which are free of obstructions and easily opened from the inside.
- 9.7. The Early Years department and equipment is organised in a way that meets the needs of children and includes:
- Access to an outdoor play area
 - An adequate number of toilets, hand basins and specialist changing facilities
 - An adequate supply of clean towels, spare clothes and any other necessary items
 - An area where staff may talk to carers confidentially, as well as an area for staff to take breaks away from areas being used by children.
 - Procedures being in place for checking the identity of visitors
 - Physical security systems that prevent unauthorised persons entering or children leaving the premises unsupervised.

- The school carrying public liability insurance.

Medicines and Managing Health Needs

- 9.8. Early Years practitioners promote the good health of the children at all times. This involves:
- Responding appropriately to children who are ill or infectious
 - Taking necessary steps to prevent the spread of infection
 - Taking appropriate action if children are ill
 - Managing on-going health needs, such as epilepsy or the requirement for enteral feeding, so that the interruption to a child's education as a result of these needs is minimised
 - Ensuring that all children with an ongoing health need has a care plan in place
- 9.9. We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.
- 9.10. We promote good oral health, as well as good health in general, in the early years by talking to children about:
- The effects of eating too many sweet things
 - The importance of brushing your teeth
- 9.11. Where appropriate, we follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.
- 9.12. A whole school policy is in place for the management of health needs and medications (Policy Number 91). Practitioners in Early Years comply with this policy at all times. Appropriate training is provided for staff to administer medications or perform medical procedures (for example, suctioning or the administration of oxygen) and medicines are only administered if they have been prescribed for a child by a doctor.

Food and Drink

- 9.13. Any meals, snacks or drinks provided to the children are healthy, balanced and nutritious. Staff are informed about any special dietary requirements during the pre-entry interview before a child is admitted to the school and fresh drinking water is available at all times. Meals are prepared in the school kitchen which has a Food Standards rating of 5.

Smoking

- 9.14. In accordance with whole school and Local Authority policy, smoking is not allowed on the premises or in the school grounds, including the car parks, at any time.

Accident or Injury

- 9.15. A first aid box is available within the Early Years department and is accessible at all times. Staff follow the same procedures as all other staff in school with regard to the recording and reporting of accidents. These procedures broadly comprise the need to:
- Keep a written record of accidents or injuries and first aid treatment.
 - Inform parent carers of any accident or injury sustained by the child and of any first aid treatment given on the same day or as soon as reasonably practicable.
 - Notify the appropriate authority of any serious accident, illness or injury to, or death of, any child whilst in their care, and of the action taken.

Risk assessments

9.16. The Head Teacher ensures that all reasonable steps are taken to ensure that staff and children are not exposed to risks. Risk assessments are managed by the Health and Safety lead in school, in accordance with whole school policy.

Outings

9.17. Children are kept safe while on outings through accurate assessment of the risks or hazards which may arise for the children and an identification of the steps to be taken to remove, minimise and manage those risks and hazards.

9.18. Vehicles in which children are being transported are adequately insured, drivers have been assessed as competent and staff are trained in safe evacuation procedures.

Behaviour

9.19. Early Years practitioners are responsible for managing all pupil behaviour in line with the school's Behaviour Policy (Policy Number 56) which should be read in conjunction with this policy. Positive behaviour plans are implemented, following discussions with a child's parent carers, should a child's behaviour warrant intervention.

Mobile Phones

9.20. In line with Chadsgrove's General policy on the use of mobile phones, these are not permitted in classrooms, bathrooms or any other areas frequented by children.

10. Staff Qualifications, Training, Support and skills

10.1. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, conduct and health and safety issues.

10.2. Early Years practitioners are encouraged to attend courses and other in-service training opportunities. Chadsgrove endeavours to keep pace with new initiatives and to gain benefit from them in order to ensure that the quality of learning and development experiences for children continually improves.

10.3. Early Years practitioners are supervised and supported by a Phase Leader/Early Years Manager who is also the Deputy Head Teacher at the school. This facilitates the development of a culture of mutual support, teamwork and continuous improvement. It also provides opportunities for staff to

- Discuss any issues, particularly concerning children's development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness.

10.4. Several members of staff at Chadsgrove hold current paediatric first aid certificates and are available to meet the needs of all Early Years pupils at all times. Other members of staff also hold First Aid at Work certificates. A list of who these members of staff are is displayed within the department. In addition there is also a school nurse on site for the majority of most school days. All children who require on-going health support have care plans in place which are overseen by the medications manager in school.

11. Admission to Early Years

11.1. Early identification, assessment and intervention is crucial for children with special educational needs and, as such, children are received into Early Years at Chadsgrove School from approximately

2 years of age. Slightly older children may also transfer to Chadsgrove from other early years settings.

- 11.2. Parent carers normally visit Chadsgrove with their child prior to making a decision on placement and most children have, or are very likely to require an Education, Health and Care Plan.
- 11.3. Many Early Years children are accepted into school on an assessment basis prior to the start of the statutory assessment process if it is felt highly likely that Chadsgrove will be the most appropriate school to meet their needs in the longer term.
- 11.4. An effort is also made to liaise with the child's placement prior to entering school and, where possible, a visit is made to that placement in order to observe the child in a familiar setting and get to know him / her a little more.
- 11.5. Parent carers and the child attend school for a pre-placement interview with the Head Teacher, school nurse and class teacher prior to his/her placement starting.
- 11.6. There will be some flexibility, depending upon individual needs or circumstances, regarding attendance arrangements for younger children. If necessary, there will be the option to 'build up' to the allocated hours during the settling in period. It is important to recognise that our Early Years children are very young and may need both time and support to settle in to the routines of school life and adjust to spending an extended period of time away from home.
- 11.7. Once a child has started at Chadsgrove, teachers will observe and assess him/her and decide upon individual educational objectives that also draw upon the carer's knowledge of the child and information gained from other sources such as pre-school placements and the multi-disciplinary team.

12. Working with Parent Carers

- 12.1. Chadsgrove recognises that children learn and develop well when there's a strong partnership between staff and parent carers. Staff at Chadsgrove believe that it is important to work in partnership with carers and value the knowledge that they have of their child. The partnership with carers is based on shared responsibility, understanding, mutual respect and dialogue.
- 12.2. Parent carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- 12.3. Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, to offer a settled relationship for the child and to build a relationship with their family. Parent carers are informed of who this is and their role explained when a child starts attending the setting. The key person also helps families to engage with more specialist support, if appropriate.
- 12.4. Parent carers are encouraged to be closely involved in the education of all children in Early Years and are made welcome at all times. Involvement is likely to include:
 - An initial meeting as the child enters school
 - Telephone contact and informal meetings whenever the needs for this arises
 - Formal contact at school, for example, EHC Plan annual reviews, parent carer consultation evenings and as part of the statutory assessment process

- Communicating via the Home/School book
- Invitations to sports days and other special events and celebrations.

12.5. Parent carers are encouraged to become actively involved in helping to develop their child's educational programme, for example by contributing to it or carrying on work at home.

13. Equality Information and Objectives

13.1. An Equality Information and Objectives policy is in place in Early Years (Policy Number 38). There is no discrimination as a result of race, gender, disability or home circumstances. All children within Early Years are given the same opportunity to develop and reach their full potential.

14. Linked Policies

14.1. The following policies should be read in conjunction with the Early Years Policy:

- Equal Opportunities (Policy Number 38)
- Assessment, Recording and Reporting (Policy Number 43)
- Health and Safety (Policy Number 44)
- Pupil Behaviour (Policy Number 56)
- Safeguarding and Child protection (Policy Number 73)
- Data Protection (Policy Number 84)
- Schools System and Data Security (Policy Number 85)
- Freedom of Information (Policy Number 86)
- Complaints (Policy Number 89)
- Medications and First Aid (Policy Number 91)
- Code of Conduct (Policy Number 96).

14.2. Additionally, [Guidance for Safer Working Practice 2022](#) is relevant to this policy

14.3. Appendix 1 outlines the statutory policies for Early Years and where they can be found

15. Monitoring and Review

15.1. The Head Teacher and Senior Leadership Team are primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the phase leader and class teachers, lesson observations, learning journeys and work scrutiny activities.

APPENDICES

Appendix 1 – Statutory policies and procedures for the Early Years Foundation Stage

Appendix 2 - Early Learning Goals

Appendix 3 - Cycle of Themes

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|--|
| Safeguarding policy and procedures | Safeguarding and Child protection (Policy Number 73) |
| Procedure for responding to illness | Health and Safety (Policy Number 44) |
| Administering medicines policy | Medications and First Aid (Policy Number 91) |
| Emergency evacuation procedure | Health and Safety (Policy Number 44) |
| Procedure for checking the identity of visitors | Safeguarding and Child protection (Policy Number 73) |
| Procedures for a parent failing to collect a child and for missing children | Safeguarding and Child protection (Policy Number 73) |
| Procedure for dealing with concerns and complaints | Complaints (Policy Number 89) |

Appendix 2 - The Early Learning Goals

The Prime Areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Appendix 3 – Cycle of Themes

| <i>EYFS Summary of Themes</i> | | | | | | |
|-------------------------------|---|--------------------------------|---|--------------------------|---|----------------------------|
| | | Autumn | Spring | | Summer | |
| 2LS | <i>Characteristics of Effective Learning: Engagement</i> Finding out and exploring | | <i>Characteristics of Effective Learning: Motivation</i> Being involved and concentrating | | <i>Characteristics of Effective Learning: Thinking</i> Having their own ideas (creative thinking) | |
| | 22-23 | All About Me Materials | 22-23 | Transport Shapes | 22-23 | People Who Help Us Pets |
| | 23-24 | All About Me Nursery Rhymes | 23-24 | Light & Sound Colours | 23-24 | Food Keeping Fit |
| | 24-25 | All About Me Clothes | 24-25 | Animals Living Things | 24-25 | Water Holidays |
| 3LS | <i>Characteristics of Effective Learning: Engagement</i> Being willing to “have a go” | | <i>Characteristics of Effective Learning: Motivation</i> Enjoying achieving what they set out to do | | <i>Characteristics of Effective Learning: Thinking</i> Working with ideas (critical thinking) – planning, making decisions, problem solving | |
| | 22-23 | All About Me Materials | 22-23 | Transport Shapes | 22-23 | People Who Help Us Pets |
| | 23-24 | All About Me Nursery Rhymes | 23-24 | Light & Sound Colours | 23-24 | Food Keeping Fit |
| | 24-25 | All About Me Clothes | 24-25 | Animals Living Things | 24-25 | Water Holidays |

NB: Pupil’s spend varying amounts of time in 2LS before moving on to 3LS. Repeating themes in 3LS ensures pupils do not miss out on any learning should they move before the three year cycle is complete. 3LS take in to account 2LS’s previous Medium Term Planning to ensure continuity and progression in theme content and to ensure content is not repeated.

Characteristics of Effective Learning taken from Birth to Five Matters: The over-arching Characteristics of Effective Learning ensure a progression of soft skills, to allow pupils to begin to become independent learners.

The EYFS is child-lead and consequently, themes may be altered or changed altogether should a cohorts interests be widely different to the theme set.

Termly themes also include religious festivals, days of cultural significance and changes in seasons, as appropriate to the time of year.