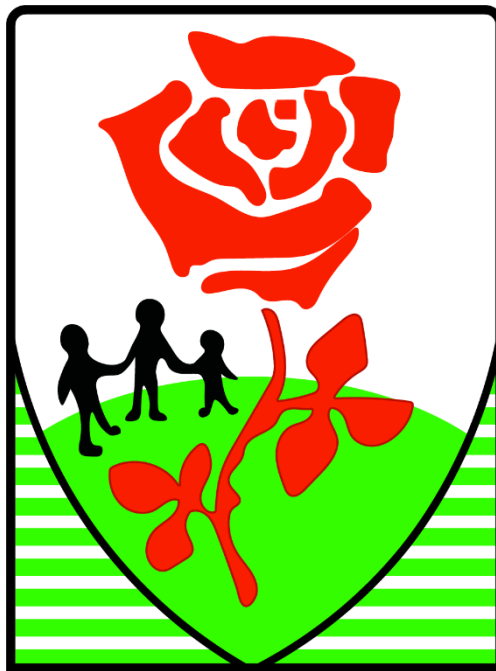


Rosehill School

Early Years Foundation Stage Policy



Key Personnel:	EYFS Lead
Policy written:	November 2022 Updated April 2024
Approved by Headteacher/Governing Body:	Approved at Full Governing Body Meeting 24.4.2024
Date of Policy Review:	April 2025

Contents:

Introduction.....	3
Statement of intent.....	4
• Legal Framework.....	5
• Roles and responsibilities.....	6
• Implementation.....	7
• Learning and development.....	9
• Inclusion.....	11
• The learning environment and outdoor spaces.....	12
• Assessment	12
• Safeguarding and welfare.....	12
• Mobile phones and devices.....	13
• Health & Safety.....	14
• Staffing.....	15
• Information and records.....	16
• Parental involvement	16
• Monitoring and review	17
Appendix 1. List of statutory policies and procedures for the EYFS.....	18

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. At Rosehill, Our Early Years Curriculum follows the statutory framework and guidance detailed under the [Statutory Framework for the Early Years Foundation Stage](#) (1 September 2021) and the [SEND Code of Practice](#) to ensure all requirements outlined are incorporated into all aspects of our provision. We also conduct our own research regarding children's learning and development.

At Rosehill School, our EYFS curriculum endeavours to create and support our youngest children to become happy and healthy life-long learners. By offering our children a broad range of experiences we foster children's curiosity and creativity, using their interests to enhance their learning opportunities.

Children in the EYFS will be learning skills, acquiring new knowledge and demonstrating their understanding through the 7 areas of learning and development. Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan a child's learning and activities. At Rosehill, we ensure that the activities are designed to be really flexible so that staff can follow each child's unique needs and interests. Our plans and activities take into account how each child develops, their strengths, challenges, ways of learning and what we can do to address the barriers around physical, emotional, sensory, communication, health and medical needs. We work closely with colleagues in the health and therapy teams in order to achieve progress.

We continue each child's journey through the EYFS into Key Stage One as this enables us to show progress against each child's individual next steps. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We provide planned and purposeful opportunities which help build their resilience and ability to follow a routine and develop their engagement with adult led and group activities, where appropriate.

Statement of intent

The Early Years Foundation Stage (EYFS) at Rosehill is an exciting place to visit and an even more fascinating place to learn!

As with our whole school curriculum, the intent of the EYFS Curriculum is to enable all children to be active learners, moving towards independence, autonomy, control and choice. We aspire for our pupils to effectively communicate as confident individuals, stay safe and healthy and become responsible citizens, ultimately fulfilling their aspirations and preparing them for adulthood.

In the EYFS the curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We recognise that children's Personal, Social and Emotional development underpins all subsequent learning and work hard to ensure children develop high levels of confidence, independence and self-awareness. Children respond well to our routines designed to enhance their social skills and life skills and are supported in developing understanding of the rules we have and why they are important, both in school and within the wider community as it becomes appropriate to their understanding. This includes who can help us if we are experiencing difficulties or problems and how they help us.

We work in partnership with parents, carers and other settings to provide the best possible start, ensuring each individual reaches their full potential from their various starting points.

We follow the statutory framework and guidance detailed in the EYFS and provide a broad and balanced Early Years curriculum:

- Based on first hand experiences, purposeful interactions and functional opportunities
- Through carefully planned adult and child-initiated activities, both indoors and outdoors
- Which develop the skills and attitudes children will need as they move through the school, during transitions and in life
- We aim to effectively develop our pupils' health and wellbeing, communication skills and their ability to self-regulate through the support of our total communication approach, enabling environments and therapeutic interventions
- We aim to promote a love for learning and ensure all of our pupil's enjoy attending school by making each day fun, happy, positive, meaningful and memorable
- We aim to instil the Characteristics of Effective Learning such as playing and exploring, active learning, creating and thinking critically
- We aim to build positive relationships and work in partnership with our families to support every child to develop, learn and enjoy life
- Our staff will be knowledgeable in relevant law and policy and know how to apply it in their practice. This will ensure children's needs are identified early, appropriate support is given, and children are referred onto external agencies if their learning and development becomes a concern.

At Rosehill, we recognise that building children's confidence and promoting their emotional wellbeing and resilience, not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and creative thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

We greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE 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.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to 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.

Legal framework

This policy has due regard to statutory 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

- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2021) 'Development Matters'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy is intended to be used in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- SEND Information Report
- Health and Safety Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy
- Assessment Policy
- Social Media Policy
- ESafety Policy
- Medical Needs Policy
- Fire Action Plan
- Food Policy
- GDPR Policy
- Early Years Transition Policy

Roles and responsibilities

The governing body has the overall responsibility for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 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 EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.
- 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 that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.

Implementation

At Rosehill, we have designed the EYFS curriculum to be broad, balanced, challenging, relevant and personalised to the needs of Autistic children, reflecting the world they live in today. Every individual has their own strengths, differences and needs, their own life journey and their own unique story. For many children, they may also have a wide range of complex and co-occurring differences¹. We therefore place equal emphasis on core academic learning, therapeutic support, and development of life skills that promote learners to achieve the best possible outcomes.

Our planning always takes into account children's unique needs and our carefully planned individual and small group activities enable the children to make progress across all areas of learning. We regularly consult with our Occupational Therapist to ensure the children are being provided with appropriate challenge within their physical development based on their individual requirements. At a level appropriate to their stage of understanding, the children are also offered opportunities to develop their comprehension of the world around them and the different communities we see in Britain today. Exploring events and celebrations that are important to different communities, how events are celebrated, why and how they link to the child's own beliefs are investigated in ways that help children learn acceptance and understanding of our world.

Each half term, staff introduce a new theme to provide inspiration for learning, whilst providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have directed teaching during the day. The timetable changes throughout the year to take into consideration the changing needs of the children. These sessions are followed by small focused group work. This means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide feedback and support which results in a strong impact on the acquisition of new learning. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision.

¹ The term co-occurring will be used when describing someone who may have a diagnosis and experience other differences alongside, for example, needs in the area of toileting, eating or sleeping.

The curriculum is planned for the inside and outside learning and equal importance is given to learning in both areas.

We believe play is a powerful tool for learning, through this we ensure our Characteristics of Effective Learning are at the heart of our plans and provision. Through play, children explore and develop learning experiences, which help them make sense of the world. We ensure a multi-sensory approach to learning is tailored to suit each individual based on their developmental journey, ensuring opportunities for developing communication skills and self-regulation using our Communication targets and Sensory Journals, to help each child to achieve the 'just right' regulated state, in turn, enabling them to successfully engage in learning and social activities. We work closely with our speech and language team and sensory occupational therapist to ensure maximum progress for each individual. Children also have access to communication aids, where appropriate.

We ensure learning opportunities extend to many aspects of a child's life, including but not limited to; when they go for their lunch trying new foods; when they access activities, promoting them to play alongside and with others; when they take part in personal and hygiene care routines, developing their independence. Also, using their senses to explore and investigate. This holistic approach to learning enables staff to use a range of strategies, which help children deepen their understanding and apply their learning to different aspects of their life.

We follow the EYFS Framework and use Development Matters to inform our planning alongside each pupils' individual interests and next steps. Each pupil has a 'IPLJ' with individual targets (often a break-down of annual EHCP targets). These are reviewed termly along with their families and ensure opportunities to develop these targets are provided within the environment and through adult led activities.

The EYFS is very much part of the whole school and they enjoy taking part in whole school activities such as; Black History month, outdoor learning week, odd sock day and RSE day.

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

Learning and development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

The EYFS provision and practice will be based on an observation of children's needs, interests and stages of development. Learning and development in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience. Practice will also 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':

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension

- Word reading
- Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Communication - In the EYFS, we provide an environment where spoken language is clear and precise and written communication, signs, symbols, objects, gestures, intensive interaction and music interaction are used to reinforce expressive and receptive language. This 'total communication approach' reinforces and strengthens meaning; helps form connections, ensures successful interactions and supports information exchange and conversations. Staff take pride in getting to know pupils well, and forming good relationships in order to find and use the right combination of strategies to maximise their speech, language and communication.

- English / Literacy - In EYFS, we follow the Rosehill English Scheme of Work. Children take part in a range of opportunities designed to develop their English skills such as regular sensory stories, singing, music time and regular trips out in the local community such as walking to the park.
- Reading - Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In the EYFS we have favourite stories each half term. The aim is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their communication, oracy, vocabulary and comprehension. These books will be embedded in our provision through activities, story sessions, interactive displays and resources (for example, use of augmentative and assistive communication (AAC) devices/ symbolised resources/ sensory stories), and on display for children to access independently. Through this, children begin to build their interest and love of reading.
- Phonics - We use the systematic synthetic phonics program, (SSP) **“No Nonsense Phonics”** to ensure consistency across the school. This SSP was carefully selected from the vast array of government validated schemes, as the programme provides a comprehensive step-by-step method for teaching reading, handwriting and spelling. Over learning through repetition using the many resources from No Nonsense Phonics and Phonics International means that phonic learning is embedded.
- Mathematics - In EYFS, we follow the Rosehill Maths Scheme of Work. We spend time with the children developing their early mathematical skills through play such as sorting and categorising, early counting and using number names as well as exploring concepts such as pattern, capacity and shape. Children develop a love of maths through games, songs, rhymes, and play. There is a strong focus on practical, exploratory and sensory learning opportunities to develop early maths skills, for example during play and lunch times counting and recognising numbers are incorporated into discussions and activities. These functional ‘real-life’ experiences help the children to apply their early maths skills and concepts in context. High quality learning environments and meaningful interactions with adults, support children in developing mathematical thinking and problem solving.
- Wider Curriculum - Our wider curriculum is taught through the learning areas; ‘Understanding of the World’ and ‘Expressive Arts and Design’. Exciting, purposeful and contextual activities are planned to build on children’s natural curiosity. For example, building a boat for their favourite toy enables them to explore new concept and a range of materials and test out their own ideas. Building further on their communication skills, children are encouraged to engage in a wide range of intensive interactions, where vocabulary will be modelled, both verbally and orally, by supporting practitioners. Our inclusive approach means that all children learn together, but we have a range of additional intervention and support for children who may not be reaching their potential, or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. Regular monitoring of teaching and learning by SLT and the EYFS leader ensure staff

develop good subject knowledge. The EYFS leader ensures staff receive CPD specific to Early Years to develop their practice. For example, we offer CPD on speech language and communication, in order to understand where pupils are, and their 'next steps,' for learning.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The SEND Information Report ensures all children receive the support they need and are given the best learning experience possible.

The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet and care facilities available to the EYFS.

Assessment

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journeys to gain an understanding of the whole child. Within the first six weeks, all staff use ongoing assessments, observations and conversations with the child and family to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out:

- Assessments on 'Language, Communication and Literacy,' and 'Mathematics'
- Sensory Journals
- The AET Progression Framework

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.

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. Consider incorporating parents' comments into children's records, if requested.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile (EYFSP) must be completed for each child.

All assessment procedures are set out in the schools Assessment Policy.

Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well.

- 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 are required to read this policy as part of their induction training.
- At Rosehill there is a Lead Designated Safeguarding Leads (DSL) Charlotte Turner and 3 Deputy DSL's, Cheryl Steele, Tamara Riddell and Joanne Ritchie.
- The Deputy Headteacher is responsible for safeguarding children in the EYFS and reporting to the Headteacher.
- The DSLs 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.
- Staff will have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Staff will support and understand behaviour inline with the school's behaviour policy.

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 Social Media Policy and ESafety Policy.

Use of mobile phones by staff members

Staff members must 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 should be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must 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 may use their professional judgement in emergency situations.

Staff must 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.

Use of mobile phones by parents, visitors and contractors

Posters are used around the school to indicate that it's a mobile free zone.

Parents, visitors and contractors are not 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 must 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 are provided with a school device to ensure that only school devices are used to take photographs and videos.

School devices must only be used for work related matters.

School devices must only be used to take photographs with the consent of the child's parent.

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

School devices must 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 must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Health and safety

A first-aid box is located in each class base and the staff room of the Primary Department.

The school's Medical Needs Policy outlines the procedures for administering medicines.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.

Accidents and injuries will be recorded on an accident book, located in the Primary Department Heads Office. The record will be passed to the Senior Leadership Team and confidently stored. Is this correct?

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Food Policy.

The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.

Fresh drinking water is available at all times.

The school follow a healthy school's approach. All meals, snacks and drinks will be healthy balanced and nutritious. With ridged and fussy eaters, the class teacher will seek support from the school's OT in how best to support the young person.

Smoking is not permitted on the school premises.

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

Staffing

A robust recruitment plan is in place, which aims to ensure that members of staff employed in the EYFS 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. Appropriate steps will be taken to verify qualifications, including in cases where physical evidence cannot be produced.

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.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

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.

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.
-
- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.

The school will organise PFA training to be renewed every three years.

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.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

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.

Information and records

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

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- 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
- Autism training

- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents. The school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

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

Parents are 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. We keep in touch with parents through our daily home/school diaries and encourage parents to regularly share their news. There are also many opportunities for parents to come to school and to take part in special events or activities, including parent's coffee mornings and information sharing workshops.

Monitoring and review

This policy is reviewed annually by the governing body and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

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

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy