SS Simon & Jude
Church of England Primary School

Early Years Policy

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Document written by	Katie Jones
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‘I can do all things through him who strengthens me’
Philippians 4:13

Our Vision:

We strive to build a community which nurtures positive relationships that permeate through all aspects of life. A community where barriers do not define us, but instead offer opportunity for growth. No matter our background, through our faith, we will find the strength and courage to flourish as citizens of the future.

Our Mission:

Empowering individuals to flourish together in the image of God.

Our Values:



Updates		
Date	**Page Number**	**Update**

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Statement of intent

At SS Simon and Jude CE Primary School 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

1.1 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
- ✓ DfE (2025) 'Early years foundation stage statutory framework'
- ✓ DfE (2025) 'Early years foundation stage profile: 2025 handbook'
- ✓ DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- ✓ DfE (2025) 'Working Together to Safeguard Children 2025'

1.2 This policy operates in conjunction with the following school policies:

- ✓ Safeguarding and Child Protection Policy
- ✓ Allegations of Abuse Against Staff Policy
- ✓ Pupil Equality, Equity, Diversity and Inclusion Policy
- ✓ SEND and Inclusion Policy
- ✓ Trauma Informed and Relationships Policy
- ✓ Online Safety Policy
- ✓ Supporting pupils with medical needs policy.
- ✓ Health and Safety Handbook
- ✓ Invacuation and Evacuation Policy
- ✓ Staff Drug and Alcohol Policy
- ✓ Recruitment and Retention Policy
- ✓ Data Protection Policy
- ✓ Transition Policy
- ✓ School Trips and Educational Visitors Policy

2. Roles and responsibilities

2.1 The Local Advisory Board will be responsible for:

- ensuring the school has clarity of vision, ethos and strategic direction.
- holding senior 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.

2.2 The headteacher will be responsible for:

- creating a culture where children experience a positive and enriching foundation for life in school and beyond.
- 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 foundations are in place for an EYFS curriculum that is progressive from Early Years to KS1, taking into account prior learning.
- ensuring all relevant staff read and implement this policy.
- ensuring that staff have received the appropriate training to deliver and report informed and accurate 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.

2.3 The Assistant Headteacher with responsibility for Early Years 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 other members of 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 progressive curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- ensuring the educational provision and practice is underpinned by the EYFS characteristics of effective teaching and learning, and supports a range of learning needs and develops children's independence.
- taking responsibility in leading 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.
- developing and maintaining effective relationships with parents, colleagues, Vantage Academy Trust, the Local Advisory Board and the local community.
- ensuring parents are informed about their child's progress, development and targets at intervals throughout the year.
- supporting staff development by identifying and/or providing training and CPD opportunities.
- assigning a teacher and key person to support the needs of each child.

2.4 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 and reporting any areas of concern relating to children and their learning, development and emotional needs.

3. 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.

3.1 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.

3.2 When planning the early years curriculum, teachers 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, over a period of time, practitioners will then discuss this with the school SENCO and the child's parents to agree how to best support the child moving forward. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

3.3 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.
- offer translation when communicating key messages with parents and carers.

- 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.

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

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

4. Assessment

4.1 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.
- Reception Baseline Assessment – a national short assessment which is taken within the first six weeks of a child starting Reception.
- 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.

4.2 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.

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

4.4 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.

4.5 Where deemed appropriate, children will take part in an informal communication and language assessment, which is either Wellcomm or an assessment carried out by Speechwise (an independent speech and language therapy service). The outcome of each assessment will be used to inform teaching, learning and support where necessary.

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

5. Inclusion

5.1 All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The needs of all children are met, regardless of any protected characteristics they have.

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

5.3 The SEND and Inclusion Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO, Miss Hannah Murphy.

6. The Learning Environment

6.1 At SS Simon and Jude CE Primary School, we recognise that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

6.2 The school will provide a safe and stimulating environment that values active learning, exploration, independence and challenge, where children feel free to create, make links and develop critical thinking skills. Early years staff will ensure that learning environments are well organised and suitable for group, individual and whole class learning, with interactive and easily accessible resources utilised to encourage independence.

6.3 The learning environment is carefully curated to provide seamless progression and challenge throughout the whole Early Years phase.

6.4 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.

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

Construction	Creative	Fine Motor	Maths	Malleable	Music
Physical	Reading	Role Play	Small world	Transient	Writing

6.6 Staff will support children to navigate and access the learning environment, intervening and having high quality interactions to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

6.7 Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

7. Safeguarding

7.1 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.

7.2 **Safeguarding**

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 Safeguarding and Child Protection Policy, and all members of staff are required to read this policy as part of their induction training.

The Designated Safeguarding Leads are Miss Katie Jones and Mrs Paula Coleman.

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

Staff will receive annual 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:

- follow the schools own safeguarding procedures, in line with the Safeguarding and Child Protection Policy.
- where appropriate, 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 the Local Authority Designated Officer 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.

8. Staffing

8.1 **Suitable people**

The school 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, including visitors.
- take appropriate steps to verify qualifications prior to employment, 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.
- inform 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 a criminal records check reference number, the date a check was obtained and the details of the person who obtained it, through the school's single central record.
- 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 the school.
- take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.

8.2 **Staff taking medication or other substances**
The school will:

- through vigilance, 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 further 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.

8.3 **Smoking and vaping**
The school will:

- not allow smoking or vaping on or around the school premises.
- consider the advice from Public Health England on the use of electronic cigarettes in public places and workplaces.

8.4 **Qualifications, training, support, and skills**
The school will ensure that:

- it follows its legal responsibilities under the Equality Act 2010.
- all staff receive induction training, conducted by Mrs Jill Ashmore, the Deputy Headteacher, 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, following the school safeguarding procedures.
    - understand and implement the school safeguarding policy and procedures.
    - ensure they have up to date knowledge of safeguarding issues.
- support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- PFA (Paediatric First Aid) training is renewed every three years and is relevant for people caring for young children. The list of staff who hold PFA certificates can be found in the school first aid policy.

- staff have sufficient understanding and use of English and other languages to ensure the wellbeing of children in their care.

8.5 **Staff:child ratios**
At SS Simon and Jude CE Primary School, we understand that consistency is crucial in developing trusting and effective partnerships. The school are 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:

- staffing arrangements meet the needs of all children and ensure their safety.
- children are adequately supervised, including and decide how to deploy staff to ensure children's needs are met.
- children are within sight and hearing of staff. Whilst eating, children will be within sight and hearing of a member of staff who holds Paediatric First Aid.

The school will adopt the following staffing ratios:
2 year old nursery:

- There will be one member of staff for every four 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:

- There will be one member of staff holding Qualified Teacher Status.
- Another member of staff with an approved level 3 qualification.
- Additional teaching assistants will also work in the provision based on children's needs.

For children in Reception class:

- There will be one member of staff holding Qualified Teacher Status.
- Additional teaching assistants will also work in the provision based on children's needs.

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

8.6 **Key person**
Each child will be assigned a key person whose role will be to:

- recognise and meet individual needs.
- help the child become familiar with the setting.
- offer a settled relationship for the child.
- work alongside the lead practitioner to complete assessment procedures and inform next steps.

9. Health

9.1 **Medicines**
At SS Simon and Jude CE Primary School, the medical needs leader is Mr James Winteringham.
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 an agreed 'Supporting Pupils with Medical Needs Policy', which includes systems for obtaining information about a child's medical needs and keeping this information up to date.

- ensure that adequate training is provided for staff where medical 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 and the Medication Request Agreement form (Appendix A) completed.

9.2 **Food and drink**
The school will:

- ensure that snacks and drinks, provided by Mellors Catering, are healthy, balanced, and nutritious.
- obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting. Children with food allergies will be supported by an individual health care plan which is written by Mr James Winteringham, parents of the child(ren) and medical professionals where appropriate.
- ensure that fresh drinking water is always available and accessible to children.
- record and act on information from parents about a child's dietary needs. Recording will be done on Arbor.
- prepare healthy snacks and meals in a fully equipped and hygienic kitchen area.
- ensure that the Mellors Catering staff 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.

9.3 **Supporting and understanding children's behaviour**
The school will:

- take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way, and in partnership with parents.
- engage in restorative behavioural strategies and practices as outlined in the school's 'Trauma Informed and Relationships Behaviour policy'.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day. Parents will then comment and provide a wet signature.

10. Safety and suitability of premises, environment and equipment

10.1 **Accident or injury**
The school will:

- follow the 'First Aid Policy'
- ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in each block. Additionally, all first aiders are issued with a portable first aid bumbag.
- keep a written record of any accidents including near misses, injuries and first aid treatment.
- inform parents of any accident or injury involving a child on the same day, including details of any first aid treatment given. Parents are informed via a first aid slip.
- inform parents of any head bump injury via telephone or email, in a timely manner following the incident.
- any accidents involving staff are recorded on the school's management system. Trained first aiders for staff administer first aid if necessary.

10.2 Safety of premises

The school 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.
- complete daily risk assessment checklist of the indoor and outdoor environment (Appendix B).
- comply with health and safety legislation, including fire safety and hygiene requirements.
- have an emergency invacuation and evacuation procedure and policy.
- 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.
- ensure the site manager carries out daily and weekly checks as per the estates management software.

10.3 **Premises and equipment**

The school 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 learning environment daily, with a free flow approach where possible.
- ensure there are an adequate number of toilets and hand basins available, with separate toilet facilities for adults.
- ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located in the Nursery block.
- ensure there is an adequate supply of spare clothes, and any other necessary items.
- only release children into the care of individuals who have been nominated 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.

10.4 **Risk assessment**

The school will:

- take all reasonable steps to ensure staff and children are not exposed to unassessed risk and be able to demonstrate how they are managing risks through detailed risk assessments.
- determine where it is necessary to make written risk assessments in relation for specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

10.5 **Outings**
The school will:

- follow the 'Trips and Educational Visitors Policy.'
- 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.
- share all risk assessments with all staff taking part in the outing.
- ensure that adult to child ratios is considered in any risk assessment.
- ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured and part of the risk assessment.

11. 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.

11.1 **Use of personal mobile phones by staff members**
Staff members will not use personal mobile phones or cameras at any time 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 at all other times.
Staff may take mobile phones on trips, but they will only be used in emergencies or as a means of communication should a group be separated. Mobile phones will not be used to take images or videos at any time during trips.
Staff may use their professional judgement in emergency situations.
Members of the Senior Leadership team will have mobile phones accessible at all times.

11.2 **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 during school events. This will be announced as part of the introduction to the event.
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 Safeguarding and Child Protection Policy.

11.3 **Use of the school's cameras and iPads**
Each year group 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, including recording and documenting a child's learning. School devices will only be used to take photographs with the consent of the child's parent.
Staff will not take photographs of bruising or injuries for child protection reasons. Instead, body maps will be used to record observations relating to child protection concerns.
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 Safeguarding and Child Protection Policy.

12. 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.

12.1 The school will:

- maintain records, obtain and share information, as appropriate, to ensure safe and efficient management, and to ensure the needs of all children are met.
- enable a regular two-way flow of information with parents via phone calls, emails, newsletters and Arbor message.
- 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 parents or those with professional need.
- be aware of their responsibilities under data protection legislation.
- 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 request 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 in line with the Trust Retention Policy.

12.2 **Information about the child**

The following information will be recorded for each child:

- the child's full name, date of birth and address.
- 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.
- relevant and accurate medical information.
- the emergency contact details for each child, as provided by the parent/carer.

12.3 **Information for parents and carers**

The following information will be made available to parents:

- the school's privacy notice for pupils and parents.
- how the school delivers the EYFS curriculum and how parents can access more information from school and the school website.
- the daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home.
- parent workshops informing and supporting parents on the school's delivery of the EYFS curriculum and how parents can support this at home.
- how the school supports children with SEND.
- details of the food and drink provided to the children by Mellors Catering.

13. Parental involvement

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

13.1 Parents will be invited to parent conferencing evenings; however, the school has an open-door policy and parents are welcome to talk to the school Learning Mentor, Mrs Paula Coleman, on 01204333583. Alternatively, teachers are available briefly at the start and end of the school day.

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

13.3 Parents will be asked to complete data collection forms and medical form (where needed).

14. Transition

School will follow the 'Transition Policy'.

14.1 Transition into nursery

Children who are to attend nursery will be invited to meet the school Learning Mentor prior to the child starting. The meeting will welcome the child and family to the school, ensuring that all relevant information and data is provided to assist smooth transition.

Following this, a home visit will take place where the nursery leader and another staff member can spend some time in the child's home environment, interacting with the child and beginning to build a meaningful relationship. This is also an opportunity for parents to ask any further questions they may have.

The child and parent will then be invited to attend an hour-long transition visit where they can familiarise with the nursery environment. Practitioners will also support both parents and children to help ease the separation anxiety that can often occur. The following day, they will then visit school for an hour without the parent. These visits take place in smaller groups to ensure individual transition needs are met.

14.2 **Transition from Nursery into Reception**

Nursery children will work alongside Reception children at various times throughout the year, including daily shared access to the outdoor learning environment. Integration and interaction between year groups 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 support staff.
- parents will be invited to attend a 'Meet the teacher' session with the new class teacher.
- children will attend for shorter days for the first week of term incorporating lunchtime towards the end of the week.

14.3 **Transition into Reception from home and other pre-school providers**

Parents will be invited to meet Mrs Louise Mulligan, Assistant Headteacher, prior to the child starting. The meeting will welcome the child and family to the school, ensuring that all relevant information and data is provided to assist smooth transition.

Where the child attends a pre-school setting, the Early Years leader will visit the child in the setting. This visit allows school to build a relationship with the pre-school provider and passing on relevant developmental information regarding the child.

A home visit will take place where the Reception teacher and another staff member can spend some time in the child's home environment, interacting with the child and beginning to build a meaningful relationship. This is also an opportunity for parents to ask any further questions they may have.
Children will attend for shorter days for the first week of term, incorporating lunchtime in the second week.

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 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.

14.4 **Transition into KS1**
The EYFS profile will be completed for each child and submitted to the LA annually, and no later than 30th 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:

- meeting 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 attend worship assemblies with the main school, in addition to special assemblies throughout the year.
- more structured learning opportunities, similar to the Year 1 experience.
- begin to attend more whole-school activities.
- whole school move up morning in the Year 1 classrooms, with their teacher and teaching assistant.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and these will form the focus of data exchange meetings.
- 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:

- children will continue to work towards EYFS Early Learning Goals, 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.

15. Monitoring and review

This policy will be reviewed annually by the Headteacher and Assistant Headteacher, who will make any changes necessary and communicate these to all members of staff.
The next scheduled review date is February 2027. All members of staff are required to familiarise themselves with this policy as part of their induction programme.

APPENDIX A

Parent/Carer Request and Agreement for School to Administer Medicine(s)/Medical Intervention

THE SCHOOL WILL NOT GIVE YOUR CHILD MEDICINE OR CARRY OUT A MEDICAL INTERVENTION UNLESS YOU COMPLETE THIS FORM TO MAKE A FORMAL REQUEST TO THE HEADTEACHER. BY SIGNING THIS FORM, YOU ARE ALSO CONSENTING TO STAFF ADMINISTERING MEDICINE OR CARRYING OUT A MEDICAL INTERVENTION AND SHARING RELEVANT INFORMATION WITH STAFF, IF THE REQUEST IS GRANTED

<table>
<tr><th colspan="2">DETAILS OF PUPIL</th></tr>
<tr><td>Pupil's name:</td><td rowspan="4">Medical condition(s) or illness:</td></tr>
<tr><td>Class:</td></tr>
<tr><td>Male/Female:</td></tr>
<tr><td>Date of birth:</td></tr>
<tr><td rowspan="2">Address:</td><td>GP:</td></tr>
<tr><td>Medical Practice/Health Centre:</td></tr>
</table>

<table>
<tr><th colspan="2">MEDICINE 1</th></tr>
<tr><td colspan="2">NB: Medicines must be in the original container as dispensed by the pharmacy.</td></tr>
<tr><td>Name of medicine (as described on the container)</td><td></td></tr>
<tr><td>For how long will your child take this medication?</td><td></td></tr>
<tr><td>Date dispensed:</td><td></td></tr>
<tr><td>Expiry date:</td><td></td></tr>
<tr><th colspan="2">FULL DIRECTIONS FOR USE</th></tr>
<tr><td>Dosage:</td><td>Special Precautions:</td></tr>
<tr><td>Method of administration:</td><td>Side effects:</td></tr>
<tr><td>Timing:</td><td>Other information:</td></tr>
<tr><td colspan="2">Procedures to take in an Emergency:</td></tr>
<tr><td colspan="2">Self-administration Y/ N (Please circle)

NB: If self-administration of medicine required then a separate form 'Parent/Carer Request for the Child's Self-Administration of medication/medical intervention must also be completed.</td></tr>
</table>

MEDICINE 2	
NB: Medicines must be in the original container as dispensed by the pharmacy.	
Name of medicine (as described on the container)	
For how long will your child take this medication?	
Date dispensed:	
Expiry date:	
FULL DIRECTIONS FOR USE	
Dosage:	Special Precautions:
Method of administration:	Side effects:
Timing:	Other information:
Procedures to take in an Emergency:	
Self-administration Y/ N (Please circle) **NB: If self-administration of medicine required then a separate form 'Parent/Carer Request for the Child's Self-Administration of medication/medical intervention must also be completed.**	

MEDICAL INTERVENTION	
Type of intervention:	Timing:
Procedure:	Other information:
Procedures to take in an emergency:	
Self-administration Y/ N (Please circle) **NB: If self-administration of medicine required then a separate form 'Parent/Carer Request for the Child's Self-Administration of medication/medical intervention must also be completed.**	

CONTACT DETAILS	
Name:	Relationship to child
Address:	Daytime contact no(s):

PARENT/ CARER DECLARATION AND SIGNATURE

The above information is, to the best of my knowledge, accurate at the time of writing.

If agreed by the headteacher I give consent to school staff to administer medicine/ medical intervention in accordance with the school policy and following specialist training, where appropriate.

I undertake to ensure that the school has adequate supplies of stated medicine(s) or resources required to administer the stated medical intervention(s).

I undertake to ensure that the stated medicines(s) or resource(s) are in the original container as dispensed by the pharmacy; have the pharmacy label stating the child's name, dosage and timing of administration; have not passed the expiry date; have details of storage instructions, if appropriate.

I will **inform the school immediately, in writing,** if there is any change to the dosage or frequency of the medication, if the medicine is stopped or if there are any changes to the procedure for the delivery of the medical intervention.

Parent/ Carer's Full Name (Please print)	
Signature(s):	
Relationship to child:	
Date	

School Use Only	
Date received:	
Action(s)	
Date Agreed by Headteacher	
Date Review Due	

APPENDIX B

Item	Details	Tick or Comment
OUTDOOR ENVIRONMENT		
1	Gate to Arlington Street is locked before children go outside.	
2	Ensure there are no gaps in perimeter (green) and internal (metal and wood) fences.	
3	Close and latch internal wooden gates before children go outside.	
4	Wooden storage sheds are open and pinned back securely.	
5	Contents of wooden storage sheds are checked thoroughly for broken equipment and hazards.	
6	Check no unwanted plants/weeds have grown. Remove/report to site manager as appropriate.	
7	Pick up any litter and dispose of litter in the blue bin. Any unsafe litter to be disposed of safely in main school bins.	
8	Check the sand area is clean and the area is clear from any hazards – litter, faeces, unsafe substances. Lid to be placed back on sand once it has been checked.	
9	Check water area is clean, and the area is clear from any sign of mould. This includes water toys/equipment. Lid to be placed back on water once it has been filled.	
10	Check outdoor furniture is safe and in working order. Check for splinters, snapped plastic and sharp edges.	
11	Remove any broken/unsafe outdoor toys and equipment to the bin/storage container and report to Lou Mulligan.	
12	Check the floor and equipment is safe from litter and faeces. This includes ramps up to the classrooms.	
13	Check for mould and growth on damp areas. If found, close the area and report to the site manager and Lou Mulligan.	
14	2.45pm – Resource storage boxes and wheeled toys to be checked thoroughly and placed back in EYFS storage container. This includes emptying the storage boxes and looking inside any bags/bottles/closed resources. Container locked at 3pm by staff/site manager.	

INDOOR ENVIRONMENT		
1	Check toilets and sinks are clean and there is sufficient toilet paper, paper towels and sanitiser. Report immediately to Joanne Pilling if more is needed.	
2	Check indoor furniture and equipment is safe and in working order. Any unsafe/broken resources to be removed and reported to Lou Mulligan.	
3	Check date on milk – ensure milk is stored in the fridge and used in date order.	
4	Check the snack table is clean and that the pupils have access to fresh water. Ensure fruit is fresh.	
5	Ensure playdough is freshly made by and the area clean. IA/JG make playdough daily.	
6	Where appropriate, place chairs out around tables and check for damage.	
7	Check classroom floor for any hazards, including door barrier rug, carpet fraying and door plates.	
8	Check draining board. Ensure knives (for food prep) and any cleaning products are stored out of reach of children.	
9	Ensure resources in stock cupboards are stacked neatly and safely.	
10	Ensure disabled toilets and changing areas are accessible.	
ELECTRICAL EQUIPMENT		
1	Are fixed electrical switches and plug sockets in good repair?	
2	Are all plugs and cables in good repair?	
3	Are wires overstretched to reach the appliance? If so, move the appliance.	
4	Are any trailing wires secured?	
5	Has portable electrical equipment been tested to ensure safe use?	
6	Are plug sockets used correctly? i.e. not overloaded	