



Lancashire's school for deaf children

Policy Title:	Early Years Foundation Stage Policy
Date of Issue:	01/07/23
Date of Review:	Summer Term 2024
Author and Role:	Tim Jones, Early Years Leader with reference to School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: Sets out detail of colleagues' responsibilities for supporting our continuously developing understanding of learning and teaching in the Foundation Stage, providing advice and guidance to all members of our school community. This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage
Cross reference:	Assessment, Recording and Reporting Policy Single Equality Policy Teaching and Learning Policy Admissions Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

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Early Years Foundation Stage Policy

Statement of Intent

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
- 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.
- We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, 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 this through:

- **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 in line with the National Curriculum.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.
- **A language rich environment** that values both spoken English and British Sign Language as languages for communication and children learn through an environment that adapts to each child's needs as their linguistic skills develop.
- **Learning experiences** and opportunities that work towards the Early Learning Goals and prepare them for the National Curriculum in Year 1 and beyond.

1. Legislation

Legal framework

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

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

2. Roles and Responsibilities

The governing board will be responsible 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 and Photography and Images Policy.

- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. 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.

The EYFS lead, in conjunction with the headteacher, will have responsibility for the day-to-day implementation and management of this policy.

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

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we will 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.
- Support deaf children to achieve their full potential with language and communication skills as a priority.
- 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 overarching principles shape will 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school will:

- Provide a balanced curriculum which takes children's different stages of development into account.
- Promote equality of opportunity and anti-discriminatory practice.

- Work in partnership with parents.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assign each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provide a safe and secure learning environment.

4. Learning and development

Structure of the EYFS

Royal Cross Primary School is a specialist setting for pupils who are deaf/HI and require specialist support to meet their additional specific communication and language needs.

Royal Cross has an Early Years class for pupils in their pre-school years and in Reception. If appropriate to the needs of the children, some pupils may remain within the Early Years class and access elements of the EYFS curriculum for an additional year.

In partnership with parents, the school will promote the learning and development of children 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.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

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 and communities
 - The natural world
- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

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

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- 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 use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, will be set out in the school's Early Years Teaching and Learning Policy.

Planning

- Medium Term Planning sheets identify each of the Prime and Specific Areas of Development to ensure that all curriculum areas are covered whenever a topic or activity is planned.
- Planning is done on a weekly basis to ensure that learning can be child initiated and, as much as possible, following their current interests. Themes are linked to these interests, as well as being linked to books, specific times of years and seasonal celebrations. This way of planning ensures learning is relevant and contextual.

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the children focus strongly on the 3 Prime Areas.

At Royal Cross we believe 'Communication is key' and the priority is to develop pupils' Communication and Language skills during these early years of their development.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences for each child.

Where a child may have special educational needs or disability additional to their deafness, staff work closely with other specialist support, linking with relevant services from other outside agencies,

where appropriate.

In planning and guiding children's activities, the teacher reflects on the ways individual deaf children learn and include these in their practice.

Teaching

At Royal Cross we are committed to ensuring that all children have access to a high-quality curriculum and learning environment that is flexible and embraces individuality.

Appropriate communication strategies are seen as key and the value of learning through first-hand experience and play is prioritised.

We value the achievement of all children, fostering their confidence, self-esteem and developing a strong sense of identity while respecting those of others. Royal Cross provides a rich, flexible and versatile outdoor and indoor environments that allows for different experiences and different styles of learning.

Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Music, signing, singing and listening games are all part of the curriculum and the staff works closely with Speech and Language Therapists to support children in the development of their spoken language, where appropriate.

Teaching supports pupils to achieve the outcomes identified in their Education, Health and Care Plans (EHCP). Pupils' long-term outcomes are broken down into annual goals and more achievable termly goals (PLPs). These goals are incorporated into weekly and daily activities and their progress towards these goals is observed.

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, ready for Key Stage 1.

Importance of Play

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings

- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Achievement

WOW Cards

These Achievement Cards are sent home to families to enable them to record achievements and steps of progress across any aspect of the child's daily life. In this way, achievements are shared by home and school alike. These are celebrated with the pupils in class.

House Points

House Points are awarded for pupils who show effort, kindness or achievements in a range of ways. These House Points are displayed in class for each pupil and these are totalled up at the end of each week.

Annual Review of pupils' EHC Plans

Pupil's EHC Plans are reviewed 6 monthly or at least annually during the Reception year in line with Lancashire's guidelines. Parents and other professionals working with the child are invited to attend and discuss progress. By involving all professionals working with the child across the areas of Education, Health and Social Care, a whole picture of achievement is created and strategies for support are shared across all areas of need. Photo stories are made of individual children's learning as the year progresses. The children then share these with family and any other professionals at the review.

Termly Personal Learning Plans

The EHCP outcomes are broken down and used to inform target setting set out in their Personal Learning Plans. These are shared with parents and monitored / reviewed by EY key staff on a

regular basis and evaluated termly in consultation with parents / carers.

5. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Assessment is carried out through a mixture of informal observation, interaction with the child, regular discussions with key staff and with communication with home. Ongoing assessment is an integral part of the learning and development processes.

Adult focused and independent activities are planned on a weekly basis and the children are observed working independently both indoors and outdoors. Records of such observations are made in a pupil's individual Learning Journal. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

On entry to the school, key staff will review the starting point for a child's development in all areas of the EYFS Profile, including their specific communication styles and needs. This assessment highlights the areas in which a child is progressing well and the areas in which additional support is needed. Where appropriate, children will take The Reception Baseline Assessment (RBA) which is a short assessment, taken in the first six weeks in which a child starts reception.

In the EYFS, pupil's progress is recorded, monitored and measured termly throughout the year using EYFS Development Matters.

In the final term of Reception, the EYFS Profile must be completed for each child. Each child's level of development must be assessed against the early learning goals (see [2021 Statutory Framework for the Early Years Foundation Stage](#).) Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. The Early Years Lead attends local termly EYFS cluster meetings where learning journals and judgements made are moderated.

The EYs lead and support staff work closely with the Speech Therapists working with pupils and each child's communication skills in either their developing British Sign Language and/or English are assessed and monitored with respect to each individual child's language needs and preferred communication mode. Their progress is recorded in their Individual Language Profile.

The school will ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning

and development. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

Learning Journeys are recorded in a time-efficient manner using the *Family* app which is shared with families online. These observations are made with reference to Development Matters, Birth to 5 or the ELGs. These include a learning objective taken directly from these documents, at least one photo and a brief description of the learning/activity.

The school will ensure that teachers actively engage children, their parents and other adults (who have significant interaction with specific children) in their assessment processes to provide a well-rounded picture of their development and attainment. This is shared through Family, Class DoJo, interactions with home and EHCP Review Meetings.

The school will report EYFS Profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

See School's Assessment Policy for further information.

6 Inclusion

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

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. All of our pupils have EHCPs that are unique to them. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

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

7. The learning environment and outdoor spaces

The learning environment will be organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children will have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There will be two toilet facilities available to the EYFS, and there will be hygienic changing. One of these facilities has a nappy changing bed, toilet, sink and shower, the other has two toilets and two sinks. Parents/carers are asked to send in nappies, nappy sacks and spare clothes as appropriate.

8. Safeguarding and welfare

All necessary steps will be 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 will be required to read this policy as part of their induction training.

The DSL is Bev Hennefer. The deputy DSL is Sofia Parveen.

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

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

9. Mobile phones and devices (see mobile phone policy for further information)

Any personal devices are not allowed to be used in school unless used in designated areas.

10. ICT lessons

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This will include:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children to access a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Teachers will not use formative assessments for ICT, but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The EYFS lead will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching ICT. The EYFS lead will hold the support staff to account for their delivery and support of the ICT curriculum and offer support where needed.

The ICT subject lead will be responsible for:

- Staying aware of new ICT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of ICT resources.
- Working with the EYFS lead to establish an annual budget to secure the procurement of the required ICT software and hardware.
- Keeping appropriate records of ICT expenditure to review costs and make suggestions for the future.
- Securing and maintaining ICT resources.
- Ensuring ICT resources are up-to-date, fit for purpose and safe for children to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging children to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to children's age and respective abilities.
- Working with the ICT technician to put reasonable adjustments in place to ensure all children can make use of the school's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.

- Keeping the EYFS lead informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Online Safety Policy will be always adhered to. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

11. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

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 in an accident book, located in the medical room. 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.

A first-aid box will be in the medical room and above the EYFS pupil pegs.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children will be healthy, balanced and nutritious as outlined in the Whole-School 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 will be always available.

Smoking will not be permitted on the school premises.

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

The school will have a Fire Safety Policy in place.

12. Staff taking medication or other substances

The school will implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the

influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff for themselves will be securely stored in a lockable cupboard in the medical room.

13. Staffing

A robust Safer Recruitment Policy will be in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff will 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.

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

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. School will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the Resource Room.

The school will provide a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.

Classes will be staffed appropriately taking age and SEND into account.

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

Each child will be assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. 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.

14. Information and records

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

The following information will be 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, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school will be recorded:

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

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

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

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

15. Parental involvement

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

Parents will be invited to termly parents' evenings where we can discuss pupil targets and progress; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the

school day. The conference room or Headteacher's/Deputy Headteacher's office will be utilised for confidential discussions between staff and parents.

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

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

Parent workshops will be held by different staff school including the Early Years Lead about a range of issues.

Pupil progress and learning will be shared and recorded using the *Family* app. These learning journeys can be added to by parents and they can leave comments. Learning is also shared via the app *Class DoJo* using photographs and captions. Messages between home and school will be shared for day-to-day matters.

16. Transition periods

The following process will be in place to ensure children's successful transition to Key Stage 1:

- Parents will be invited to a meeting to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express.
- During the Summer term, parents will be encouraged to help their children to make the transition using any resources that school shares with them. Information shared will include pictures of new staff, prospective classmates and the new classroom.
- The children will be invited to a number of visits throughout the year to their new class. In the Summer term, the children will visit at least once without the support of the early years practitioners or parents.
- In the Summer term, Reception and Key Stage 1 staff will meet to discuss each child's development in order to support a smooth transition.

17. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

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

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

The next scheduled review date for this policy is July 2024.

Working with parents

At Royal Cross, we recognise that children learn and develop best and reach their full potential when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or 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. Regular information is provided for parents about activities undertaken by the children so that they can become involved and help to support their child's learning journey.

The Teacher is assigned as each pupil's key person and they ensure that their learning and

care is tailored to meet their needs. The teacher supports parents and/or carers in guiding their child's development at home and also helps families to engage with more specialist support, if appropriate.

At Royal Cross we work in partnership with parents in a number of ways:

- Telephone contact and/or virtual meetings.
- Class Dojo. We use an instant messenger system for families to exchange information and for school to send news and photographs of children's day in class.
- Newsletters. A newsletter is sent home at the start of each new term with an outline of the activities and areas being covered. It also includes specific ICT links and ideas to support learning at home.
- School Web Site. Photos, information and home learning are regularly updated on the website. This was integral to our home learning during Covid.
- Coffee Afternoons/ PTFA/Stay and Play sessions. Parents are encouraged to become involved wherever possible and at times school is able to provide transport for some parents who would otherwise find it difficult to attend.
- Family Support. There is support for families with any individual need and with guidance when working with children to reinforce curriculum and develop sign language. Meetings are held on a regular basis in school and all family members are encouraged to attend.
- Workshops for parents to support with their child's learning.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

Supporting Pupils with Medical Conditions

We believe all children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well. Working together with parents, children, healthcare professionals and other agencies, we develop, monitor and review individual Health Care Plans. A Health Care Plan will be written for pupils with a medical condition that is long term and complex. It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency clarity. These are reviewed annually, or earlier if evidence is provided that a child's needs have changed.

Staff Development and Supervision

The identification of training needs for Foundation Stage staff takes place through the annual school appraisal process and/or staff development professional reviews. The school Senior Leadership Team ensures that the appropriate dissemination of training/materials/good practice takes place

regularly and a record of CPD and INSET activities is maintained.

In accordance with the EYFS Framework, staff supervision in the EYFS occurs daily through regular staff feedback opportunities at the end of the day, weekly at class team meetings and staff have the opportunity termly to discuss any issues or concerns in a more formal supervision meeting with the EYS lead teacher.

Early Years Pupil Premium (EYPP) funding.

Where a pupil is identified to be in receipt of additional EYPP funding, this is used to support pupils within the setting in accordance with the school's Pupil Premium Funding Strategy, as published on the school website.

Equal Opportunities

At Royal Cross we aim: -

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning.

This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people.

These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions
- Role play activities that reflect a variety of cultures
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.
- We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.
- We will carefully consider the need for equality of opportunity when planning activities and experiences.
- When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

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

Monitoring Arrangements

This policy will be reviewed by the Early Years Lead annually and shared with the Governing Body

List of statutory documents and procedures for the EYFS.