



EYFS Policy

Signed by

H. B. Side Headteacher

Date: 06/07/26

A. Butler Chair of Governors

Date: 06/07/26

Version: 1.2

Next Review date: on or before July 2027

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Statement of Intent

At Osbournby 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 (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'

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

- Curriculum and Learning Policy
- Child Protection and Safeguarding Policy
- Photography Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy

2. Roles and responsibilities

2.1 The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding the headteacher 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:

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

2.3 The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage ([EYFS](#)) statutory framework'.

- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

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

3. Learning and development

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

Curriculum planning

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

3.3 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'.

3.4 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

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

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

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

When planning the early years curriculum, practitioners will:

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

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

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

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

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

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

3.10 All staff members will have due regard to the learning and development requirements as set out in the school's Early Years Teaching and Learning Policy.

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

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.

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

- Reception Baseline Assessment – a 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. The EYFS profile will be shared with the child's year 1 teacher, to help inform a discussion between the reception and year 1 teachers about each child's stage of development and learning needs. It will also assist with the planning of activities in year 1.

4.3 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.

4.4 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.

4.5 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.

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

4.6 In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5. In these exceptional cases, assessment are continued throughout the child's time within EYFS provision and the profile will be completed once, at the end of the year before the child moves into year 1.

5. Inclusion

5.1 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.

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 Special Educational Needs and Disabilities (SEND) 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.

6. The learning environment

6.1 The school recognises 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, and play, where children feel free to create, make links and develop critical thinking skills.

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

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

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:

- Small World Area
- Role Play Area
- Maths Area
- Reading Corner

- Craft Area
- Fine motor area
- Writing area
- Outdoor area
- Water play
- Sand play
- Construction area
- Outdoor writing area
- Outdoor large construction area
- Mud kitchen area
- Outdoor reading area

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

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 and welfare

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.

Child protection

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

8. Staffing

Suitable people

8.1 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.

- Follow all of the recruitment checks as outlined KCSIE.

Staff taking medication or other substances

8.2 The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse.

Smoking and vaping

8.3 The school will:

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

For further information see the No Smoking Policy

Qualifications, training, support, and skills

8.4 The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Paediatric first aid training is renewed every three years and is relevant for people caring for young children.
- It displays, or makes available to parents on request, staff PFA certificates or a list of staff who have a current PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the Safeguarding Training File, Safeguarding Training Log.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

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

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

Staff:child ratios

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

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.
- Staffing arrangements meet the needs of all children and ensure their safety.
- 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.

Key person

8.7 Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.

- Offer a settled relationship for the child.
- Build a relationship with their parents.

8.8 In our setting, the key person will either be the class teacher or the EYFS TA.

8.9 The school will adopt the following staffing ratios:

For children aged three and over:

• In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status is working directly with the children, there will be:

- One member of staff for every 13 children.
- At least one other member of staff will hold an approved level 3 qualification.

• For classes where the majority of children will reach the age of five or older within the school year, there will be at least one member of staff for every 30 children.

- For all other classes there will be at least one other member of staff for every 13 children.
- At least one other member of staff will hold an approved level 3 qualification.

• For children in Reception classes in maintained schools and academies:

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

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

9. Health

Medicines

9.1 The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.

- Only administer medicine, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

9.2 The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Always ensure that a member of staff with a valid paediatric first aid certificate is present in the room whilst children are eating.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- 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.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.
- Ensure that when a choking incident occurs that requires intervention, a detail record of where and how the child choked are taken and ensure parents and/or carers are made aware of the incident. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking and appropriate action will be taken to address any identified concerns.

Supporting and understanding children's behaviour

9.3 The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.

- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

10. Safety and suitability of premises, environment and equipment

Accident or injury

10.1 The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in cupboard opposite the staff toilets.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the main office.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

10.2. 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.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.

- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

10.3 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 play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be two toilet facilities available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an adequate supply of spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

10.4 The school will:

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

Outings

10.5 The school will:

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

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

The school will have a Fire Safety Policy in place.

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.

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

Use of personal mobile phones is addressed in full in our code of conduct.

12. Information and records

12. 1 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.

12.2 The school will:

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

- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children in line with the LCC Retention & Disposal Schedule.

12.3 The following information about the school will be recorded:

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

Information about the child

12.4 The following information will be recorded for each child:

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

Information for parents and carers

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

12.6 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

13. Parental involvement

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

13.2 Parents will be invited to two parents' evenings per year; 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. In addition, parents will receive one written report per year.

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

13.4 Parents will be asked to complete admission forms, a medical form and will be given opportunity to talk to their child's teacher to help the school to understand their character and personality.

14. Transition

Transition into Pre-reception

We recognise that a positive and well-planned transition into pre-reception is key to ensuring children feel safe, secure and ready to learn.

Parents and carers who express an interest in a pre-reception place will be invited to visit the setting with their child. This provides an opportunity to explore the learning environment, meet staff and gain an understanding of the provision on offer.

Prior to starting, children will be invited to attend a stay-and-play session alongside their parent or carer. These sessions are designed to help children become familiar with the setting, build early relationships with staff and begin to develop confidence in a new environment.

The Early Years Lead will liaise with previous settings to gather relevant information, including learning and development records, to ensure continuity in each child's learning journey. Particular attention will be given to supporting children with identified special educational needs and/or disabilities (SEND), ensuring that appropriate provision is in place from the outset.

For children who have not attended a previous setting, a meeting will be arranged with the family prior to admission. This enables staff to gain a thorough understanding of the child's individual needs, interests and experiences, as well as any factors that may influence their transition. This personalised approach ensures that all children are supported effectively as they begin their time in pre-reception.

Transition into Reception

14.1 Once the school receive confirmation from admissions that a child will be starting in reception a welcome postcard will be sent.

14.2 For pupils joining Reception who have not previously attended our pre-reception, before the first visit, the reception teacher will (ideally) visit the nursery setting to meet the child at their nursery. If this is not possible, the reception teacher will speak to the nursery setting by phone. At this visit, they will introduce themselves to the child. At the visit (or on the phone if a visit is not possible) they will speak to the child's key worker and/or the safeguarding lead to find out:

- Any safeguarding concerns relating to the child/family
- Levels of development
- Personal and Social Information
- Any other information the nursery feels we should know e.g. likes/dislikes , strategies that work for the child etc.

14.3 In order to familiarise the children and families with the school and staff members, the children will be invited to a series of visits as follows:

- A family picnic where the children visit with their family. During the picnic the information will be shared with the parents about the transition arrangements and the family will be provided with the induction pack.
- A short visit without parents/carers where the children will meet their Y5 buddy.
- A slightly longer visit, where the children will stay for lunch.
- An information evening for parents (no children) where key information will be provided for parents.

14.4 During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- A parents' evening will be held early in the new term to provide parents with information about the phonics scheme and to give them the opportunity to

reflect on the transition process, as well as address any questions or concerns.

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

Transition into KS1

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

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

14.8 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.

14.9 EYFS children will work closely with Year One children at various points throughout the year for different events such as the Christmas play, Harvest celebration and singing events.

EYFS children share the playground and field area during break time and integration between classes will be encouraged.

Joint activities with EYFS and Year One are planned during the summer term, including joining the Year One pupils in their classroom for story sessions so that they become familiar with the new classroom environment.

Due to the nature of our very small school, the Year One teacher will already know all of the EYFS pupils in school before they enter into Year One (unless the teacher is newly appointed to our school).

The EYFS teacher will complete a comprehensive handover to the Year 1 teacher to ensure they are fully informed about each child's learning needs, attainment, characteristics of effective learning and any pastoral or wellbeing considerations. This will include sharing assessment information, learning records and effective strategies that support individual pupils, enabling a smooth and well-supported transition into Key Stage 1.

14.10 During the first term:

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

14.11 The more formal teaching of Year 1 will be introduced gradually.

15. Monitoring and review

This policy will be reviewed biannually 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.