



Early Years Policy



	Trust	St Edward's
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Reviewed by	DLSI	EYFS Lead
Approved by	Internally DLSI & CEO	SLT & LAC
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Policy owner	DLSI	EYFS Lead
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Contents:

St Edward's CE Academy, Cheddleton

At St Edward's, we work within this Staffordshire University Academies Trust policy, have personalised information within and have added additional information, specific to St Edward's as an appendix.

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our pupils for life in all its fullness as honest adults in our diverse and ever changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by... **Learning and Caring Together '...they will flourish in the courts of our God' (Psalm 92:13)**

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Statement of intent

At St Edward's CE Academy, Cheddleton 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 academy 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/carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

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

This policy operates in conjunction trust and academy policies and procedures regarding:

- Admissions
- Administering Medication
- Behaviour (& Anti-bullying)
- Attendance
- Child-on-Child Abuse
- Children Missing from Education
- Complaints
- Control of substances hazardous to health
- Disability Equality and Accessibility
- Equality
- Failing to collect
- Fire Safety
- First Aid

- GDPR Data Protection
- Health & Safety
- Infection Control
- Intimate Care
- Educational Visits
- Mental Health & Wellbeing
- Missing Children
- On-line Safety
- Photography and Images Policy (including mobile phones)
- Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation
- Public Sector Equality Duty
- Safer Recruitment
- Safeguarding & Child protection
- Social Media
- Special Educational Needs and Disabilities (SEND)
- Staff Code of Conduct
- Supporting Students with Medical Conditions

Roles and responsibilities

The Local Academy Council will be responsible for:

- Ensuring the academy has clarity of vision, ethos and strategic direction.
- Holding 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.

The Headteacher/Principal will be responsible for:

- Acting in accordance with the '[Headteacher/principals' standards](#)' and the expectations of the academy community.
- Creating a culture where children experience a positive and enriching academy 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 expertise and approaches.
- 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/carers are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Promptly updating academy EYFS policies and procedures.
- Ensuring all EYFS staff members read, understand and comply with EYFS policies and procedures.
- 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 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.
- Ensuring the EYFS curriculum is inclusive and ambitious for all children and meets the individual needs, interests and development of all children.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring that children's safeguarding and welfare are fully met and there is a shared understanding of and responsibility for protecting children and healthy outcomes.
- Evaluating provision, practice and standards to identify improvement priorities and necessary actions.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Ensuring that all children make ambitious progress in their learning and development, relative to their starting points.
- Monitoring the progress of children and reporting evaluated data to the headteacher/principal, SLT and the Local Academy Council.
- Ensuring children are well prepared for transition to Year 1 and have secured the foundations needed to access Key Stage One National Curriculum Programmes of Study.
- Developing and maintaining effective relationships with parents/carers, colleagues, the Local Academy Council and the local community.
- Ensuring parents/carers 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 providing regular training and CPD opportunities; ensuring that all staff are skilled and trained to a high standard.
- Assigning a key person to support the needs of each child and family.
- Informing parents/carers of whom their child's key person is and will explain the role of the key person when their child begins attending the academy.

All EYFS 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 assessment to 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.

The key person will be responsible for:

- Ensuring that the children they support access ambitious teaching and learning adapted to their individual needs.
- Monitor, assess and report on children's progress, plan next steps and shape learning opportunities.
- Developing positive relationships with children; supporting them in becoming familiar with the setting and 'settling in'.
- Developing positive relationships with parents/carers/carers and acting as a point of contact in line with academy policies and procedures.
- Supporting families with more specialist support, where required.

Learning and development

In partnership with parents/carers, the academy 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 academy.

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 academy 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.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents/carers 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.

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.

When organising and implementing educational programmes, the academy 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

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

Assessment

Assessment plays an important part in helping the academy to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the academy will undertake a summative assessment of each child's development at certain stages. These are: **[Delete if not appropriate to setting]**

- Progress check at age two – a short written summary of children's development in the prime areas. 📄
- 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.

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.

Parents/carers 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/carers.

The academy will ensure that teachers actively engage children, their parents/carers 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.

When undertaking assessment activities, all staff members will have due regard to the academy'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.

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

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 academy's SENCO.

The learning environment

The academy recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The academy 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.

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

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.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from provision resource areas.

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.

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.

Safeguarding and welfare

The academy 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

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.

The DSL is Sue Machin (Principal) The deputy DSL's are Anne Hordern (Deputy Principal), Denise Leese (Compliance Manager) and Steph Curley (Brambles Manager). 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.

Where there are concerns about a child's safety or welfare the academy will:

- Immediately 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 Ofsted 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, but in any event within 14 days of the allegations being made.

Staffing

Suitable people

The academy 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.
- Take appropriate steps to verify qualifications, 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 – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell 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 the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- 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 early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The academy 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, as outlined in the Staff Drug and Alcohol Policy.

Any medication used by staff will be securely stored in locked storerooms.

Smoking and vaping

The academy 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.

Qualifications, training, support, and skills

The academy 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 academy's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- The lead practitioner attends a child protection course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- 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.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents/carers, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a 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 academy will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in EYFS classrooms, the main office, the hall and the staffroom. communal areas.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

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

The academy 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 academy will continue to monitor the ratios and ensure that:

- Managers appointed on or after 1 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position.
- There is a named deputy who is capable and qualified to take charge in the managers absence. Teachers and Higher Level Teaching Assistants will provide cover for the EYFS lead in their absence and are deemed fully qualified to do so by the EYFS lead and the headteacher/principal.
- At least half of the staff hold at least an approved level 2 qualification.

- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents/carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The academy 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 or another suitable level 6 qualification 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.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children, there will be:
 - One member of staff for every eight children.
 - At least one other member of staff will hold an approved level 3 qualification.
 - At least half of all other staff holding an approved level 2 qualification.
- In independent schools - including in nursery classes in free schools and academies - where there is a person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with children:
 - For classes where the majority of children will reach the age of five or older within the academy 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.

- In independent schools - including in nursery classes in free schools and academies - where there is no person with QTS, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher working directly with children:
 - There will be at least one member of staff for every eight children.
 - At least one member of staff will hold an approved level 3 qualification.
 - At least half of all other staff will hold an approved level 2 qualification.
- In maintained nursery schools and nursery classes in maintained schools:
 - There will be at least one member of staff for every 13 children.
 - At least one member of staff will be a academy teacher, as defined by section 122 of the Education Act 2002.
 - At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per academy 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/carers will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Health Medicines

The academy will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents/carers 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, both prescription and non-prescription, 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/carers on that day, or as soon as is reasonably practicable.

Food and drink

The academy will:

- Ensure that, where provided, meals, snacks and drinks 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.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents/carers 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.

Supporting and understanding children's behaviour

The academy 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/carers 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.

Safety and suitability of premises, environment and equipment

Accident or injury

The academy will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept by classroom sinks.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the middle EYFS classroom store room.
- Inform parents/carers of any accident or injury involving a child and inform parents/carers 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

The academy 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

The academy 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, 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 disabled toilets.

- Ensure there is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents/carers 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

The academy 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/carers or inspectors.

Outings

The academy 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.

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

The academy will have a Fire Safety Policy in place.

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 and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on academy 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 and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents/carers, visitors and contractors

Posters will be used around the academy to indicate that it is a mobile free zone.

Parents/carers, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents/carers may take photographs and videos only containing their own child during academy events. Parents/carers may take group photographs at academy events but only with the informed consent of the parents/carers of the children involved.

The academy strongly advises against the publication of any photographs or videos taken at the academy or academy events on social media. Staff will report all concerns about parents/carers, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the academy’s mobile phones and cameras

Staff will be provided with a academy device to ensure that only academy devices are used to take photographs and videos. Academy devices will have passcode protection.

Academy devices will only be used for work related matters, e.g. recording and documenting a child’s learning. Academy devices will only be used to take photographs in the presence of another staff member and only with the consent of the child’s parent.

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

Academy devices will not be taken off academy premises without prior written permission from the headteacher/principal. Where staff members have concerns over material on an academy device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Information and records

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

The academy 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/carers and between providers in cases where more than one setting is attended.
- Consider incorporating parents/carers' 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/carers access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children in accordance with the academy Retention and Records Management Policy.

The following information about the academy will be recorded:

- The academy's name, address and telephone number
- The academy'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 academy, their hours of attendance, and the names of each child's key person

Information about the child

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 academy, 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/carer.

Information for parents and carers

The following information will be made available to parents/carers:

- The academy's privacy notice for parents/carers and children
- How the academy delivers the EYFS and how parents/carers can access more information
- The daily routine and the activities offered in the academy's EYFS and how parents/carers can assist their child's learning at home
- How the academy'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 academy'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/carers to contact in an emergency

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

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

Parental involvement

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

Parents/carers will be invited to termly parents/carers' evenings; however, the academy has an open-door policy and parents/carers are welcome to talk to teachers at the end of the academy day. The academy meeting room will be utilised for confidential discussions between staff and parents/carers. Parents/carers also have an open dialogue with the EYFS Lead, Class Teachers and Key Workers via Dojo Messenger.

Parents/carers will be asked to give permission, via ParentPay, for any visits out of academy, use of photographs of their child and using the internet at the academy.

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

Transition

Transition into nursery

Parents/carers who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The academy may also arrange individual visits, subject to appointment.

Children from local pre-schools will be invited to attend play sessions at the nursery in the term before they are due to start.

The early years lead will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-academy managers.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited for a one-hour play session with their parents/carers, in addition to other organised play sessions, during the term before they are due to start.

Practitioners will support both parents/carers and children where possible to help ease the separation anxiety that can often occur and to ensure their individual transition needs are met.

Areas will be made available for parents/carers to meet and interact with practitioners, each other and their children as they enter the nursery.

For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Transition into Reception

Nursery children will work with the Reception class at various times throughout the year for different events, such as the Christmas play, harvest celebration and singing events.

Nursery and Reception children will share an outdoor area during break times, and integration between classes 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.
- Nursery children will be allowed time to explore the main academy building supervised by a member of staff.
- Some lessons will take place in the main hall to allow children to experience different parts of the academy.
- Nursery children will attend some of the shorter assemblies in the main hall.
- Nursery children will experience lunchtimes in the main hall to reduce anxiety over lunchtime.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents/carers will be invited to attend an information session with the headteacher/principal, senior leaders and an information evening with their child's Reception class teacher.

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.
- Children's induction is bespoke to need. Some children, who have attended St Edward's nursery provision or have pre-school experience in other settings and accessed stay and play, are ready to stay for full days from the start. Some children may need a gradual induction over a two week settling in period.
- Only the key practitioner will work with new to school children when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- A parents/carers' evening will be held to provide parents/carers with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

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

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 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 join the main academy on the playground during break and lunchtime, supported by a member of Reception staff.
- Adopt a modified timetable similar to the Year 1 experience.

- Have sessions with the main academy, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and support staff.
- Begin to attend more whole-academy activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- 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 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.
- The more formal teaching of Year 1 will be introduced gradually.
- During the Autumn Term, Reception children join whole school Celebration Assembly and church services.
- During the Spring Term, Reception children join whole school 'Worship through Song'.
- During Summer term 2, expectations for independent work and sustained concentration are increased.
- During Summer Term 2, Year 1 staff will observe children within the EYFS setting.
- During Summer Term 2, Reception children and EYFS staff join KS1 playtimes.
- During Summer term 2, Year 1 staff deliver a range of learning sessions, linked to writing, mental maths, phonics and reading sessions to prepare the children for the Year 1 curriculum and to allow the children to feel secure with their new teachers.
- In the Summer term, Reception and Year 1 staff meet to discuss each child's development and needs in order to support a smooth transition to Year 1.
- Transition sessions in Summer Term 2 for Reception children to visit and work in their new classroom with Year 1 staff.
- In the Summer Term there is an opportunity for parents to meet Year 1 staff.



Appendix

EYFS at St Edward's CE Academy, Cheddleton

INTRODUCTION

Early Years education is the foundation upon which young children build the rest of their schooling. At St Edward's Academy Cheddleton (SEAC) we believe in a holistic approach to learning which encourages parents/carers, staff members and teachers to work together to support our children's development and learning.

AIMS

Through the implementation of this policy, we aim to:

- Provide a happy and positive start to their school life where we foster a love of learning, a smooth transition and secure readiness for our Key Stage One Curriculum.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Develop independence within a secure and nurturing atmosphere.
- Work alongside parents/carers to meet individual needs.

Four guiding principles shape good practice in the EYFS:

- Every child is unique, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be independent and resilient learners.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents/carers.
- Children develop and learn in different ways and at different rates.

To put these principles into practice we:

- Provide a broad and balanced curriculum which takes children's ages and different stages of development into account.
- Assign each child with a key worker to ensure that each child's learning and care is tailored to meet their individual needs.
- Promote equality of opportunity and anti-discriminatory practice
- Work in close partnership with parents and carers.
- Plan challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provide a safe and secure learning environment.

Our Early Years staff work as a team. Children from both Nursery and Reception have opportunities to work with all staff together during the day, both indoors and outdoors. Children are taught as a whole class, in key worker groups, smaller groups and individually. We are dedicated to providing excellent pastoral care and education to children in our care.

Staff are fully qualified, have a wide range of experience and expertise in working with and educating young children and have excellent knowledge of the Early Years Foundation Stage and child development. The Staff are committed to professional development and attend up to date training courses, ensuring that their knowledge and skills are kept up to date.

The Early Years effects a smooth transition from home to school and offers stability for the younger child. Across the EYFS children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

WORKING IN PARTNERSHIP WITH PARENTS

Our academy Home School Agreement and other relevant parent policies and procedures can be found on our website and are applicable to our EYFS provision.

We value partnership working with parents and appreciate the importance of this in the best interests of children. We aim to achieve this by:

- Showcasing our setting and provision through open days/evenings;
- Visiting home and settings for induction and play and stay sessions with coffee mornings;
- Having an open-door policy where parents/carers are welcome to talk to EYFS staff/key workers, message via ClassDojo or make an appointment if necessary;
- Sharing experiences between home and school using portfolio and class story on Dojo and Boom Reader;
- Inviting parents/carers to settling in sessions, learning workshops (Watch me Learn), Celebration Assemblies, church services and performances;
- Arranging parent meetings and providing reports which share updates on progress and achievements;
- Providing direct communication channels with our Home School Community Link Lead (Senior Mental Health Lead, Wellbeing Champion) for pastoral and welfare needs;
- At St Edward's we investigate complaints related to the fulfilling of EYFS requirements and notify complainants of the outcome within 28 days of having received the complaint.

OUR CURRICULUM

Our academy teaching and learning procedures can be found on our website and are applicable to our EYFS provision.

We are passionate that the children learn about their world at a local, national and global level and the impact they can have on their present and their future. We give them the confidence to flourish as active learners, providing first hand experiences through play, discussion and collaboration. We plan purposeful and progressive learning activities for indoors and outdoors and also acknowledge and promote the potential for learning through unplanned events that arise. Our EYFS curriculum is:

- Is knowledge based with teaching and learning through a thematic approach to the seven areas of learning;
- Fosters a love of reading through exploring high quality texts;
- Has an emphasis on focused language and vocabulary acquisition;
- Focuses on early phonic knowledge acquisition through the Essential Letters and Sounds Phonic Scheme (DfE validated);
- Provides a strong foundation for early maths (linked to whole school mental maths and National Centre for Excellence in the Teaching of Mathematics NCETM);
- Is progressive and includes purposeful transition links with the National Curriculum;
- Values learning opportunities outside in the forest area, garden and EYFS outdoor areas;
- Encompasses our academy values and our vision for high quality early learning;
- Promotes learning opportunities through children's individual interests;
- Provides opportunities to practise, consolidate and recall learning;
- Equips children to recognise and make connections with prior and new learning;
- Enriched through additional after school clubs available to children in reception;

Our EYFS curriculum planning is available on our academy website.

PLANNING:

Is the responsibility of qualified teachers in nursery and reception, in consultation with all other practitioners in the team. Planning is:

- Is informed by having an excellent understanding of the children's current stages of development, gaps in their learning and what they need to learn next;
- Clearly identifies learning objectives for indoor and outdoor learning activities;
- Is adapted appropriately to reflect the needs and interests of all pupils;
- Provides stimulating, 'hands-on' learning activities that motivate and inspire children to want to do, learn and know more.

ASSESSMENT:

- All practitioners continually assess through interactions, facilitation and observation of children engaging in learning activities, with adults and with each other.
- We ensure that assessment processes do not prevent staff and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Staff are not required to record or document evidence to prove children's level of development.
- At St Edward's, our EYFS Profile is called My year of Learning (MYOL). This is a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding, abilities and attainment against the **Early Learning Goals** (ELGs), and their readiness for Year 1.
- Parents are kept up-to-date with their child's progress and development. Class teachers and practitioners will address any learning and development need in partnership with parents.
- Class teachers discuss any cause for concern in a child's progress with the child's parents. Support will be agreed upon and consideration will be taken as to whether the child may have SEND.
- The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp of English, the class teacher or key worker will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

BEHAVIOUR

Our academy Behaviour Policy and Procedures can be found on our website and are applicable to our EYFS provision. At St Edward's we:

- We manage behaviour through a values approach.
- We ensure children's developmental ages, stages and needs are considered when implementing our policies and procedures;
- As an inclusive school, restorative practice is expected between parents/carers, staff and pupils.

INCLUSION AND EQUALITY

Our academy Inclusion, Equality and SEND policies can be found on our website and are applicable to our EYFS provision.

- All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equality information objective statement ensures that the needs of all children are met, regardless of any protected characteristics they have.
- We are an inclusive school where all pupils receive a broad, balanced and relevant curriculum with the environment and resources adapted to accommodate individual needs.

- The academy inclusion team work with staff and children in the EYFS setting. Quality assurance of provision and practice is the responsibility of the academy SENDCo.
- Early intervention is paramount to our practice, as is close partnership and multi-agency working to understand and provide excellent provision for all children.
- We implement a graduated response, monitor impact closely and share outcomes and next steps with parents.

HEALTHY SCHOOLS

Our academy Healthy Schools Policy can be found on our website and is applicable to our EYFS provision.

- St Edward's values and promotes the importance of good mental and physical health of children in the EYFS, including the promotion of active and outdoor learning.
- Oral health is taught explicitly in our EYFS curriculum.
- Children receive free milk until they are aged 5.
- Children access fresh water throughout the day and are provided with their own water bottle that is cleaned, sanitised and kept in school.
- Children have access to free fruit in Nursery and Reception.
- Children in Reception are entitled to a cooked or sandwich meal in school paid for by the Government.
- Children can bring in a healthy snack to school each day. Please refer to our academy policy *to view our expectations of healthy snacks (fruit, salad and/or vegetables)*.
- Lunch boxes – please see our academy policy to view our expectations of healthy lunchboxes.
- We encourage all children in the Early Years to have a cooked school meal, as it is an excellent opportunity to teach and learn cutlery skills.
- Nursery children accessing full days can either purchase a cooked or sandwich lunch from school or bring in their own healthy lunch box.
- In the interest of allergy management and safety, we are a nut free school. We appreciate your support and cooperation on this matter.

WRAP AROUND CARE:

Our academy Brambles before, After and Holiday Care Policy and procedures can be found on our website and are applicable to our EYFS provision.

- The Brambles Manager and/or supervisor holds a relevant Level 3 qualification.
- A minimum of two staff members cover provision for up to 16 nursery children attending Brambles.
- A minimum of one staff member covers provision for up to 30 reception children attending Brambles.