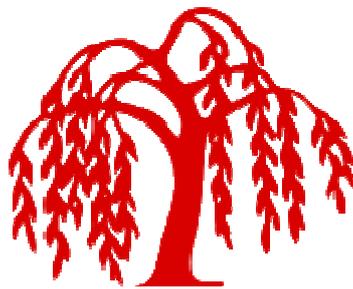


# Lawford Mead Primary & Nursery School



## Early Years Foundation Stage Policy

**‘Proud of our school, proud of our achievements’**

*Certified as reviewed and approved by the Local Governing Board: 2<sup>nd</sup> November 2017*

*Next review date: Autumn 2018*

# EYFS Policy

## Relationship to other policies

This policy should be read in conjunction with the following

- Curriculum Policy
- Phonics Policy
- Inclusion Policy
- Special Educational Needs & Disability Policy (SEND)
- Gifted & Talented Policy (G & T)
- English as an Additional Language Policy (EAL)
- Equality Scheme Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Lawford Mead Primary School, children may join the Nursery the term or Half Term after their third birthday. They enter the Reception class at the start of the academic year in which they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well, and keep healthy and safe” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life” (Statutory Framework for the EYFS 2012)

The EYFS is based on four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

### A unique child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as Celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

### Inclusion/ Special Educational Needs & Disability (SEND)

All children and their families are valued at Lawford Mead. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest opportunity. Early identification

of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEND.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

### **Welfare**

It is imperative to us, that all the children in the school are 'safe'. We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect physical and psychological well-being of all children. (See Child Protection & Safeguarding Policy)

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them".

At Lawford Mead, we understand that we are legally required to comply with certain welfare standards as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them are suitable to do so. (Documental evidence)
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We adhere to the **SET** (Southend, Essex & Thurrock) procedure

### **Positive Relationships**

At Lawford Mead we recognise that children learn to be strong and independent, from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as partners**

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Parents and children are invited to come and visit the school setting.
- Talking to parents about their child before their child starts Nursery or Reception
- The children have the opportunity to spend time with their teacher before starting school during transfer sessions (see later detail)
- Inviting all parents and carers to an induction meeting during the Term before their child starts school and again during the first half term of the child's Reception year, in order to detail how we aim to work with their child particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting twice a year at which the teacher and the parent discuss the child's progress, in private. Parents receive a report on their child's attainment and progress at the end their time in Nursery and at the end of the EYFS.
- Arranging activities throughout the year which encourage 3 –way collaboration (library sessions, celebration assemblies, school visits, curriculum days ...)
- Providing parents an opportunity to celebrate their child's learning, by using online Learning Journals, Tapestry.
- Written contact through Home/School Diary.
- Ensuring parents feel they can make appointments to speak with their child's teacher should they wish to.

### **Enabling Environments**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded on 'Tapestry' on-line Learning Journals.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

### **Learning and development.**

Reception: Teachers and Learning assistants provide the curriculum in the classes of up to 30 children.

Nursery: Teacher and Nursery Nurse (NNEB qualification or equivalent) – 2 sessions of 26 children

There are seven areas of learning and development of which three are “prime areas” and four “specific”.

The **prime areas** are:

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

The **specific areas** are

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

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents/carers and agree how to support the child. This may also include a discussion with the Special Educational Needs Co-ordinator (SENCo).

At Lawford Mead:

“Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activity. Play is used as an essential part of children’s development, building their confidence as they learn to explore, to think about problems, and to relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is on-going judgement to be made by practitioners about the balance between activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1 “ (Statutory Framework for EYFS 2012)

- Planning and guided children’s activities will reflect on the different ways that children learn and reflect these in their practice. At Lawford Mead, we support children in using the three characteristics of effective teaching and learning. These are:
- **Playing and exploring** – children investigate and experience things, and ‘have a go’
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing other things (EYFS 2012)

### **Equal Opportunities**

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special

educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Health and safety**

At Lawford Mead, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

Detailed information and procedures are in the Child Protection & Safeguarding policies.

In line with the EYFS statutory framework 2012, at Lawford Mead we undertake:

- Supporting Pupils with Medical Conditions Policy ensures that there are systems in place so that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer (e.g. Travel sickness tablet on school trips) At Lawford Mead, a written record is kept each time a medicine is administered to a child and informs the child's parents/carers on the same day (Statutory Framework EYFS 2012)
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- In the Nursery, a First Aid box is accessible at all times, and a record of accidents and treatments is kept. There are nine members of staff with Paediatric First Aid training throughout the school (this includes three EYFS LSAs, one of whom is in the Nursery) and three additional members of staff who have successfully completed the full, four day course in First Aid training. All Foundation Stage staff have basic first aid training. A first Aid box is kept in the school office/ medical area for Reception children.
- The SENCo is the named manager for the whole school with the Early Years Foundation Stage Co-ordinator as the lead behaviour manager for the Early Years. (refer to Inclusion, Positive Behaviour and Physical Restraint policies)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A Photographic and Digital Images policy stating how ipads and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Appropriate clothing, in particular in relation to the wearing of heels. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

### **Transition**

#### **Into Nursery:**

Parents put their child's name down for a Nursery place. Near to when the child will be 3 years old, the Foundation Stage co-ordinator contacts the parents/carers and arranges a Home visit.

During this visit, information about the child can be shared, advising nursery staff of the best way to support the child (and parents) in those early days of settling in. (See Appendix A) Children are usually given a place the term after their third birthday. The morning Nursery is made up of the slightly older children. The Afternoon session suits the younger ones, who then move up to morning Nursery when places become available.

**From Lawford Mead Nursery to Reception:**

- Nursery children are involved in whole school events (Christmas production, sports day, Summer concert)
- Children participate weekly in a P.E session in the hall.
- Nursery 'Helping Hands' take the Register and Toy Fund money box to the school office daily.
- Children are taken on the Big Playground in the summer Term

**From other pre-school settings as well as Lawford Mead Nursery:**

During the summer Term prior to a child's entry into the Reception year

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The children are invited to three separate visits to their reception class.
- Members of staff endeavour to visit other settings, which the children may come from.
- Home visits are arranged (See Appendix A)
- All children will attend school on a phased entry for the first two weeks of the Autumn Term to allow them to adjust to fulltime provision.

**From Reception Class to Key Stage 1**

During the final term in Reception, each child's level of development is assessed against the Early Learning Goals. This indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (emerging). Year 1 teachers are given a copy of the end of Year Report/summary. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1

At the end of the summer term, children are given a whole morning in their 'new' class, and early on in the Autumn Term, parents are invited into school for an explanation of the Year 1 curriculum. This ensures continuing 'dialogue' between children, staff and home, and a smooth transition along the child's continuing Learning Journey ...

**Designated Member of Staff** – Mrs Chiquita Moston

**Monitoring and review**

This policy will be formally reviewed by the Local Governing Board on an annual basis or earlier if new guidance becomes available.

Appendix A:

## **Lawford Mead Primary School HOME VISITS POLICY**

This policy is designed to protect the safety of all school staff carrying out home visits.

Nursery and reception home visits will always take place with staff in pairs.  
Policy and procedures must be consistently applied.

Meeting each child in his or her home environment has proved invaluable in

- Gathering information that will enable the children to settle in Nursery or school.
- Establishing positive links with families, especially those of vulnerable pupils.

For parents and children, a visit gives them the opportunity to meet the teacher and support staff in a safe environment, where they feel confident and at ease.

For teachers and support staff, a visit provides the opportunity to:

- Establish early, positive contact
- See the children in their own familiar settings
- Meet other family members, people and pets who are important to the children
- Understand the problems that children might encounter at school, and also to appreciate the wealth of learning that goes on at home.

This all helps to get a fuller picture of the children. Professionals can gain much from observing a child where he or she feels settled and in control.

Twenty five minutes is the standard period of time devoted to each home visit. Visits take place during the term or half term before children are due to start attending Nursery sessions and during the first fortnight of the autumn term for Reception. Parents are telephoned in advance, or spoken to directly, to arrange the appointment.

All visits need careful structuring and prepared resources. Office staff are given a visit agenda with addresses and contact numbers. Staff carry mobile phones in case they need to be contacted. Staff ensure they know addresses and take a map of the local area. Mileage covered is recorded for the finance officer.

### **Nursery home visits**

The Nursery teacher and Nursery Nurse make each visit together. As well as the obvious safety implications, this allows one to talk to the child's parents and the other to focus solely on the child.

Visiting staff members will take an information pack with them when visiting a pupil and their parents in their home. This would usually contain photographs of staff and the kinds of activities the children will be doing inside and outside of the school. A painting apron is shown, and

suitable clothing and footwear discussed. The standard forms that would need to be filled in by the parent are explained.

### **Reception home visits**

The teacher and class LSA visit together, usually during the first two weeks of the Autumn Term. Home/ school links books are shared and parents are encouraged to begin this partnership as soon as possible.

The Learning Board and positive behaviour management system (Moving UP) is explained.

### **Guidelines for Staff**

#### **Working in partnership with parents/ carers**

- Show respect for parents/carers as equal partners.
- Be a good listener
- Make appointments in advance and offer alternative dates/ times.
- Ensure that parents know when you will arrive, how long you will stay, what will happen, what kinds of questions you will be asking and what information you will bring.
- Ask them to think about the information they need from you in advance of the meeting
- Accept the right of the family not to want a home visit.
- Confirm Parents/carers actual name.
- Do not assume that all parents are literate.
- Make sure you consider diversity of social, cultural, racial, religious or sexual orientation.

#### **Health and Safety**

- Inform Office staff when you are leaving for a home visit.
- Ensure Office staff know your exact movements and when you expect to be back.
- Carry with you and show the parent some form of identification
- Demonstrate normal courtesy-wait to be invited into the home, and expect to remove your shoes.
- If a child answers the door, ask if an adult is present in the house before entering. **Do not enter if an adult is not present.**
- Use common sense, trust your instinct and if a situation feels dangerous or threatening-leave, saying you have to get something from your car.
- If offered a hot drink, make sure you check where to place it, and be very careful of spillage, obstructions and the safety of the child and siblings.
- Do not intervene if a child demonstrates difficult behaviour. You are there as a guest.
- Give yourself time to get to your next appointment.
- Always return to school at the end of visits to report to office staff that you are safe.