

Lynnfield Primary School
Early Year Policy

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1. Statement of intent

At Lynnfield Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development. **We intend to build the foundations for school and life, using our core curriculum drivers; Inclusion for all, Aspiration, Inspiration and Partnership with Parents.**

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.

2. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Foundation Stage (EYFS) Assessment Policy
- Early Years Supervision Policy
- Rising Threes Policy
- Mental Health and Behaviour Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy

- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

3. Introduction

At Lynnfield Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

4. Roles and responsibilities

The Governing Body has the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Safeguarding Policy and Photography Policy.

The Governing Body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.

The Governing Body has the overall responsibility for the implementation of this policy.

The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the Executive Headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.

Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

5. Admissions

Children enter Lower Foundation (Nursery) after their third birthday. Children enter Upper Foundation Stage (Reception) classes in September of the school year in which they are five. Places in Lower Foundation Stage are offered in accordance with the Golden Flatts school's admissions policy and Upper Foundation Stage places are offered in accordance with Hartlepool Local Authority.

6. Organisation of classes

In Nursery, we offer 52 part time places where children can access 15 hours per week. Children can attend each morning for 3 hours, from 8:30 to 11:30 or afternoon from 12:30 to 3:30. We do offer 30hrs for those children who qualify. All children must be accompanied to and from school by a known adult.

Reception class has a maximum of 55 children. The school day begins at 8.30am and ends at 3.30pm. All children must be accompanied to and from school by a known adult.

7. The Induction Process

Pre-Admission Visits

i. Nursery:

The parents/carers will be encouraged to attend a pre-admission visit with their child; this is an opportunity for the family to begin to develop relationships with the team and for the child to become familiar with their new surroundings. It is an opportunity for staff to begin the child's learning journey and to gain vital information from parents/carers as they know their child best and can explain to staff the individual needs of their child. Next a further visit to Nursery with their child, where a start date and welcome pack will be given out and forms will be completed whilst the child is encouraged to spend some time away from their parent/carer in the Nursery setting.

ii. Reception:

During the Summer Term prior to starting school the following September, a new starters meeting is conducted for all parents/carers and their children. Also parents/carers are invited to a transition morning where they will spend some time in the Reception environment and accompany their children for lunch.

8. Aims

Through the implementation of this policy, we intend to:

- Ensure that each child is valued equally and any barriers to learning are identified early
- Develop and foster the confidence, resilience and pride required to love learning
- Create an environment which welcomes parents and carers, establishing strong relationships, community links and the importance of communication
- Provide a child centred and flexible curriculum which inspires curiosity and creativity

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- Increase every child's vocabulary and develop a love of words and reading
- Embrace and foster every child's uniqueness, curiosity, creativity and ability to wonder

Four guiding principles shape our practice:

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

To put these principles into practice, the school:

- Provides a balanced curriculum which provides children with the knowledge and skills to be 'school ready' and meets the requirements of the educational programmes in the statutory framework for the Early Years Foundation Stage (EYFS).
- Provides a safe and secure learning environment in which ALL children make progress.
- Promotes equality of opportunity and anti-discriminatory practice to ensure every child is included and supported
- Works in partnership with parents.
- Plans for the learning and development of each child, based on individual needs, informed and reviewed by observation and assessment.

9. Learning and development

The EYFS curriculum promotes learning for ALL children, based on the knowledge of how they learn, whilst reflecting the range of children's skills, knowledge, interests and attitudes.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

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

- i. The 'prime' areas of learning and development are:
 - Communication and language
 - Physical development
 - Personal, social and emotional development
- ii. The 'specific' areas of learning and development are:
 - Literacy

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- Mathematics
- Understanding the world
- Expressive arts and design

Our Educational Programmes are planned using overarching themes and involve activities and experiences to reflect these. However, they also consider children's interests and the knowledge and skills outlined in our Early Years knowledge organisers which will lay the foundations for future learning in our school.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage.

At the end of the EYFS, children will be assessed against Early Learning Goals. Teachers will use their knowledge of the child to make a holistic, best-fit judgement about a their development and their readiness for year 1.

The EYFS teacher will discuss any cause for concern in a child's progress, with the child's parents and this will also be raised in pupil progress meetings with the EYFS Lead and SENDco. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

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 on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each child will be assigned a key person to ensure that their care and development is tailored to meet individual need and the relationship between them and parent/carer is supportive and positive.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

In planning and guiding what children learn, practitioners reflect on the different

rates at which children are developing and adjust their practice appropriately. They consider characteristics of effective teaching and learning which are:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.

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- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We recognise that the environment both indoors and outdoors plays a key role in supporting and extending the children's development. Both our Nursery and Reception areas are organised to allow children to explore and learn securely and safely. They are set up in learning areas to support continuous provision, where children are able to find and locate equipment and resources independently. We have our own well-resourced outdoor area which is used throughout the year.

We also believe in the value of well qualified and highly skilled staff and therefore ensure that we are committed to their CPD.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

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

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

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

10. Assessment

Formative Assessment is an integral part of the learning and development process. It involves practitioners working with parents/carers to recognise children's progress and understand their individual needs. Through interaction and observation, practitioners gain knowledge of the children and are able to plan activities and support to ensure that they make progress. Using their professional judgement, they will assess whether children are at the expected level of development. This will be shared with parents throughout the EYFS, both incidentally and through arranged progress meetings.

At the start of Nursery, parents are encouraged to share information from their child's 2 year old's progress check. We will then use the information to support learning and development in our setting and discuss how parents can support this at home.

At the start of Reception year (during the first 6 weeks), children will complete the Reception Baseline Assessment (RBA). This is a short, statutory assessment designed to provide a progress measure for future learning.

In the final term of the Reception year, the teacher (with the help of other practitioners and parents/carers) will complete the EYFS profile for each child. This will provide parents/carers and key stage 1 teachers with a rounded picture of their knowledge, understanding and attainment against expected levels (Early Learning Goals).

The profile will be completed for all children and the information will be provided to the local authority.

11. Parents as Partners

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation unit. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge. We will develop this working relationship between the school and parents and carers as follows:

- We will outline the school's expectations in a new starter meeting/transition morning (Reception) and visit (Nursery).
- We will hold parent progress meetings during the year to establish how a child is developing and meeting expected levels of attainment.
- We will include parents in their child's learning by inviting them in to attend sessions/join us on trips/ share their learning in engagement activities.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

12. Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully; this is in line with the school's Special Needs and Disabilities (SEND) Policy. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when leaning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

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

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- A curriculum which provides activities to encourage children to respect their own cultural background and beliefs and those of other people.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to make sure that all children are listened to carefully and with respect. We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

13. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the school's Child Protection and Safeguarding Policies, and all members of staff in the EYFS are required to read these policies as part of their induction training.

The DSL is **Mrs C Lakin** (acting in this role to cover maternity leave for the usual DSL). The deputy DSL is **Mrs S Sharpe / Miss K McIntyre**. In line with school's polies, the DSL is 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.

Specific Safeguarding Issues:

i. **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.

ii. **Use of mobile phones by staff members**

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. Mobile phones must 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 may use their professional judgement in emergencies. Staff must 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 Policies and the Allegations of Abuse Against Staff Policy.

iii. **Use of mobile phones by parents, visitors and contractors**

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

iv. **Use of the school's mobile phones and cameras**

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must have passcode protection. School devices must only be used for work related matters. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent. Staff must not take photographs of bruising or injuries for child protection reasons. Instead,

recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL. School devices must not be taken off school premises without prior written permission from the Headteacher. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policies.

v. **Intimate Care**

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins the Early Years Foundation Stage.

vi. **First Aid**

In school there are always trained members of staff who volunteer to oversee first aid. There is always a member of staff who holds a paediatric first aid certificate.

There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book and a letter issued to the child
- For head injuries a phone call home is used to inform parents
- If there is any doubt at all a parent/guardian is contacted.
(if an ambulance is required it will be phoned first and then the parent/guardian will be contacted)

14. Health and safety

A first-aid box is located in the Reception classroom and Nursery. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school’s Administering Medication Policy outlines the procedures for administering medicines.

The EY teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the school office.

The Executive Headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The Head of School will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

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

15. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the school's HR Policies.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

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

Any medication used by staff is securely stored.

16. Staffing

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

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

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

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

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. 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 Early Years Entrances.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

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

Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

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

The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

17. Information and records

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

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

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

18. Complaints procedure

In our setting we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can develop and learn.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve at any time.

i. Making concerns known

A parent who is uneasy about any aspect of the provisions should first of all talk over any worries and anxieties with Mrs Newbury, Early Years Leader. Most complaints should be resolved informally or it could be taken further with the Executive Headteacher, Mrs S. Sharpe. Should the matter not be resolved then it can be taken up with the Governing Body. Please see the School's Complaints Procedures.

OFSTED involvement

A parent has the right to contact the Ofsted helpline if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken, as a result of each complaint.

The address is:

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Contact number:

0300 1231231

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

19. Monitoring and review

This policy is reviewed annually by the Governing Body and the Executive Headteacher.

Any changes made to this policy will be communicated to all members of staff.

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

Reviewed by: S. Sharpe and M. Newbury

Approved by Governors:

Next Review Date: August 2022