



WHINLESS DOWN
ACADEMY TRUST

EARLY YEARS POLICY

Summer 2025

Statement of intent

At The Whinless Down Academy Trust we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.”

Statutory Framework for the Early Years Foundation Stage, 2024

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) 2024'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Early Years Teaching and Learning Strategy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy

Roles and responsibilities

The governing body and CEO will be responsible for:

- Ensuring the school 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 will be responsible for:

- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches.

- 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 parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The Trust EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all EYFS staff are up-to-date with current statutory and Ofsted expectations.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the EYFS.
- Leading the EYFS team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the EYFS.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
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The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.

- Helping children become familiar with the setting and acting as a point of contact for children and their parents.
- Changing nappies for children who require it, as well as supporting toilet training.

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 formative and summative assessments to assess, monitor and report on children’s progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Learning and development

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

Curriculum planning

Provision and practice within the early years is planned and designed in line with the requirements of the EYFS Statutory Framework 2024 and Development Matters 2023.

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

We ensure that the delivery of the curriculum also incorporated the Characteristics of Effective Learning:

- Playing and exploring – children will have opportunities to investigate, experience different things and “have a go”.
- Active Learning – children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy those achievements.
- Creating and thinking critically – encourage and support the children to develop their own ideas, make connections between concepts, and think strategically to solve problems, demonstrating critical thinking skills.

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.
- Staff working with the youngest children in the nursery, focus strongly on the prime areas first.
- Place great value on the development of children as individuals and providing them with the knowledge, skills and understanding they need to become curious lifelong learners.
- Ensure children learn through a carefully constructed balance of child initiated, adult directed and whole class teaching.
- Systematically check the children’s knowledge, skills and understanding so that misconceptions can be identified quickly and real time feedback and development can be given.
- Provide first hand experiences, which fully engage learning.
- Learning is by design, with a clear rationale, linked to the children’s next steps.

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

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.

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

In the nursery, 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 staff to recognise children's progress, understand their needs, plan activities, and assess the need for support.

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

- Progress check at age two – a short written summary of children's development in the prime areas before the child turns two and a half.
- 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 17 early learning goals (ELGs). This will measure if they have met the Good Level of Development.

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 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.

Reports to parents – Parents receive a report three times a year in EYFS to keep them up to date with their child's progress and development. Reports may be a two year check, a unique story or end of Year report depending on their age and stage of development with the EYFS.

Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. 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. SEND in the school EYFS will be monitored and managed by the school's SENCO. SEND in the nursery will be monitored and managed by the Trust EYFS lead.

The learning environment

We recognise that children learn and develop best in an enabling environment, in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

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. Continuous provision begins in the nursery and continues effectively into Year R, building upon and deepening learning from nursery. 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.

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. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Provision in this manner gives the children opportunity to pursue their own interests, inspire those around them and consolidate their knowledge, understanding and skills,

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 school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

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 Trust Child Protection and Safeguarding Policy.

Staff 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.

Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- 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.

Staff taking medication or other substances

The school will:

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

Any medication used by staff will be securely stored in their locked locker or locked cupboard.

Smoking and vaping

The school will:

- Not allow smoking in or on the premises.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- EYFS 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.
- In Year R, at least one person who has a current paediatric first aid (PFA) certificate is always in the classroom or nearby 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.

- In the nursery, 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, 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 school will organise PFA training to be renewed every three years.
- 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 school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Any nursery manager 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.
- In the nursery, there is a named deputy who is capable and qualified to take charge in the managers absence.
- At least half of the nursery 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.
- 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 school will adopt the following staffing ratios:

For children aged two, in the nursery:

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification.
- At least half of the other staff members will hold an approved level 2 qualification.

For children aged three and over:

- In the nursery, where a staff member with Qualified Teacher Status (QTS) 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 the nursery, where a staff member with QTS 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.
- For children in Reception classes:
 - Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

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

Key person

In the nursery, each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The EYFS Lead or Nursery Manager will inform parents of whom their child's key person is on admission.

Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.
- Further information can be found in the Trust Adminstrating Medication Policy.

Food and drink

The school 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 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.

Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.

- Follow the school/Trust behaviour policy.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.
- Put risk assessments in place, where necessary, for children who require support to remain safe in the setting/class.

Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

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

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area.
- 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.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g. public liability insurance.

Risk assessment

The school will:

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

Outings

The school will:

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

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

The school will have a Fire Safety Policy in place.

Mobile phones and devices

Staff members will 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 will be safely stored and in silent mode whilst children are present.

Further information can be found in the Trust Mobile and Smart Technologies Policy.

Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and further information can be found in the Trust's Data Protection Policy.

Parental involvement

At the Whinless Down Academy Trust, we recognise that parents are children's first and most ensuring educators and that parents and EYFS staff need to work together so there is a positive impact on each child's development and learning.

The Trust has an open-door policy and parents are welcome to talk to teachers and staff at the start and end of the school day. Confidential discussions between staff and parents are also welcomed.

Year R also have parent consultations three times a year, where parents can talk to staff directly about their child's achievements and any challenges. In nursery, a more informal stay and play approach is used, where staff can receive an update more informally.

We encourage parent partnership through:

- Showing respect and understanding of the role of the parent in the children's education
- Listening to any concerns they may have
- Transition activities before the children start
- Send reading books and home learning home to help parents support learning
- Operate an open door policy for parents
- Valuing on-going contributions from parents e.g. parent voice sheet and home learning
- Offering parent and key worker consultations sessions at least twice a year.
- Inviting parents to a range of activities throughout the year e.g. stay and play sessions, craft afternoons, class assemblies, Christmas plays etc.

Admissions

Nursery

Children can be admitted into the nursery following their second birthday. Two year olds eligible for Free for Twos funding or Working Families Funding, can start either in September, January or April, following their second birthdays. 3 and 4 year olds that are eligible for Universal 15 hours funding or 30 hours funding can start in September, January or April following their third birthday. Any additional sessions are chargeable. All children require an induction prior to starting. Please see the nursery terms and conditions for further information.

Year R

All children may be admitted into Year R in the September following their fourth birthday. However, each child has individual needs and we determine an individual part time admission programme in partnership with the parents if they request it. All children require an induction prior to starting. The reception class is organised to accommodate all children who will be five in the year of admission, recognising the needs of four and five year olds in terms of maturation physically, emotionally, socially and intellectually.

Transition

Transition into nursery

Parents who have expressed an interest are welcome to visit prior to starting. Parents can arrange individual visits, subject to appointment.

Children who are set to attend the nursery will be invited for a play session with their parents prior to their start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

In partnership with parents, children may attend for less hours for an agreed duration, as they settle in.

Booklet is shared with the child, which they can take home, to support the transition.

Transition into Reception

During Term 6, before entry to Reception:

- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Meeting with parents to give overview of school and expectations.
- SEN transition meetings, where appropriate.
- Meetings with nurseries.
- Receive transition reports from the nursery
- Visits from the class teacher
- Individual meetings with the class teacher

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 Term 6, prior to entry into Year 1, reception children will:

- Begin to attend assemblies with the main school, in addition to special assemblies throughout the year.
- Adopt a modified timetable in preparation for Year 1.
- Visits to the Year 1 classroom
- Year 1 teacher to visit Year R classroom to build relationships.
- Begin to attend more whole-school 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.

Monitoring and review

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

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