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|  <p>St Mark and All Saints <small>"Hilite et omni, laus et gloria" In honore of Stm. The Good Shepherd C of E Primary School</small></p> | <p>St Mark & All Saints Church of England Primary</p> <p>The Good Shepherd Trust</p> <p>Academies in partnership with the Guildford Diocese Education Trust</p> <p>The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423</p> <p>EARLY YEARS FOUNDATION STAGE POLICY</p> |  <p>THE GOOD SHEPHERD TRUST <small>Diocese of Guildford TRANSFORMING SCHOOLS TRANSFORMING LIVES</small></p> |
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| Approval: | Headteacher | Author: | SMAS |

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

| Revision No. | Date | Revised by | Approved date | Comments |
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This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St. Mark and All Saints C of E Primary School, children can be admitted to nursery in the term before their third birthday with a paid place and free education for two-year-old (FEET) places are available for families who receive certain benefits. All children receive 15 hours free Nursery Education from the term after their third birthday and we also accept childcare vouchers to provide a further 15 hours free education (giving 30 hours in total) for eligible working families. In Reception, children are admitted in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At St. Mark and All Saints C of E Primary School and Hedgehogs Nursery we greatly value the importance that the EYFS plays in

laying secure foundations for future learning and development.

We also value early childhood, and the importance of learning through play, as an important developmental phase that should be viewed as preparation for life and not simply qualification for the next stage of education.

Aims & Objectives

At St. Mark and All Saints C of E Primary School Hedgehogs Nursery, we aim to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school
- Provide a broad, balanced, relevant and creative curriculum that lays firm foundations for further learning and development in Key Stage 1 and beyond
- Offer a wide range of life experiences that build cultural capital, enable choice and decision making and foster independence and self-confidence
- Use and value what each child can do, assessing their individual needs and helping each child to make progress
- Develop excellent relationships with families to build a strong, professional partnership that best supports their children
- Provide a caring and inclusive learning environment, that is sensitive to the requirements of the individual child including those who have additional needs
- Embed the Christian ethos and values of our school community, instilling British Values and fostering a mutual respect for others

The early-years education that we offer our children is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment, enhanced by community partnerships, visitors and trips out of school
- It acknowledges the importance of a full working partnership with families

The Early Years Foundation Stage

Within the EYFS, there are four key principles which govern the work of all practitioners.

These are:

- a unique child

- positive relationships
- enabling environments

- learning and development

A Unique Child

At St. Mark and All Saints C of E Primary School Hedgehogs Nursery we want every child to be a resilient, capable and confident learner. We place great emphasis on children's attitudes and dispositions, using praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We recognise that children are individuals who develop at different rates, and that regardless of such differences, every child matters. At St. Mark and All Saints C of E Primary School Hedgehogs Nursery we embrace diversity, with all children and families treated fairly regardless of race, gender, religion or abilities.

We give our children every opportunity to achieve their personal best, with planning designed to meet the needs of all groups and abilities. We also recognise that external factors play an important role in shaping children as unique individuals, with much of our planning informed by children's range of life experiences.

In the EYFS we set realistic and challenging expectations, built around the individual needs of all children, supporting them to make the best possible progress. We do this through:

- Planning opportunities that build upon children's knowledge and experience, values their interests and develops confidence and self-esteem
- Using a wide range of teaching strategies based on children's individual, and unique learning needs
- Motivating and inspiring all children with positive praise, and in Reception, with star of the day and week certificates.
- Supporting children in a safe and supportive learning environment, where the contribution of all children, regardless of ability, is valued
- Employing topics and resources that reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, children who are more able, those with disabilities and from different social and cultural backgrounds

Relationships (including family Partnerships)

At St. Mark and All Saints C of E Primary School Hedgehogs Nursery, we recognise the importance of children's well-being and that, with increased well-being, comes increased involvement and higher level learning. We want children to become strong, confident and independent learners who feel safe and supported at school. We also recognise the role that families play in children's education. We want to involve them through every step of their child's education. From the beginning of induction, through a thorough and well-planned transition to our nursery and school, the sharing of the children's learning via Tapestry, daily conversations, sharing of resources, school events, reports and family consultations, we want to build sensitive, professional relationships. As a child's first and foremost educator, we want to support families to fully engage with their child's learning.

We are flexible in our approach to communication and operate an open-door policy for all families. Staff understand that, when forming and maintaining effective partnerships, a 'one-size-fits-all' approach is not effective. As an inclusive setting that respects every child and family individually, we value the broad

variety of family backgrounds, cultures and beliefs that form our rich and vibrant school community.

We support family partnership through:

- Providing comprehensive information about starting Nursery/Reception through detailed starter packs and induction meetings for all new families
- Outlining the school's responsibilities in respect of safeguarding, child protection, behaviour and other important areas through clear, accessible policies
- All new starters to Nursery receive transition parent/child sessions and a home visit and settling sessions before working up to their set hours at a pace appropriate to them and in partnership with their families. Reception new starters are given the option of a staggered start but the majority choose to start full-time from day one. Regular conversations with families enable us to ensure all children start with us feeling safe and secure.
- Completing home visits to support children and families in getting to know the Early Years staff in a more relaxed, informal environment
- Staff available daily at drop off and pick up to discuss information and concerns
- Seeking appropriate permission for all personal care, administration of medications, food tasting, use of images, handling of data and school trips
- Operating an open-door policy for families to address queries or concerns with staff or for staff to discuss concerns about children's progress and development
- Holding family consultations in the Autumn and Spring term for Nursery and Reception
- Regular contact through Arbor, class and school newsletters, the school website and Facebook
- Family workshops, offering detailed information and practical advice about how to support children's learning in key areas of the curriculum such as reading and phonics
- Encouraging families to share children's learning via online learning platforms; we use Tapestry
- Providing a written report on children's attainment and progress at the end of the year in Nursery and Reception
- Inviting families to a range of activities throughout the year, including Forest School starter sessions, Stay and Play events, open classrooms, celebration assemblies, sports days and Christmas plays and concerts
- Offering opportunities for families to volunteer at the school, supporting activities such as reading or sharing different cultures

Enabling Environments

At St. Mark and All Saints C of E Primary School and Nursery, we recognise the key role that the environment plays in supporting and extending the children's development. When they feel safe within clear, consistent boundaries, children are more likely to engage and more able to be challenged. In addition to focused, adult-led learning the environment is set up in discrete learning zones with planned, 'continuous' provision throughout the day in the classroom and our amazing outdoor areas. This provision is extended by a series of 'enhanced' activities that target previously taught skills and assess what learning is embedded or requires further teaching.

Research clearly shows that play-based, child-led learning is paramount to children's wellbeing and involvement in the EYFS. Through following their own interests, not only are adults able to build quality interactions around what the children are doing, but children's levels of wellbeing and involvement naturally increase. When levels of wellbeing and involvement are high, brain activity is increased and higher levels of learning are witnessed.

At St. Mark and All Saints C of E Primary School and Nursery, we plan an environment that encourages a positive attitude to learning, develops independence, reflects children's individual interests and abilities, and strives to enhance children's understanding of language and number. We teach key skills and the language to articulate them, then encourage children to make their own decisions about how to apply

them and the resources that they need to do this. As part of our continuous provision, we ensure that a variety of resources are readily available for children to safely follow their own lines of enquiry and demonstrate their competency and skill in different contexts.

Learning and Developing

The curriculum at St. Mark and All Saints C of E Primary School and Hedgehogs Nursery is based on the Statutory Framework for the Early Years Foundation Stage 2021. The curriculum is taught through engaging learning enquiries and a combination of child and adult-led learning that supports development and progress in all areas of the EYFS.

There are seven areas of learning that shape provision in the Early Years, and within each area of learning, a series of age-stage bands that chart children's development. There is great overlap between the different areas of learning, meaning that none can be taught in isolation. For example, children's physical development will play a significant role in their ability to write, just as their language and communication will determine how well they are able to access activities like phonics.

In order for children to reach the levels of attainment required at the end of the EYFS, they require a good balance of adult-led and child-initiated activities. Assessment is heavily focused on what children can do independently, whether through child-initiated or adult supported activities. Of the seven areas of learning and development, three are particularly important, and underpin children's capacity to learn and make progress. These are known as the Prime areas.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

In addition to the Prime areas of learning and development, teaching focuses on four Specific areas through which the prime areas are strengthened and applied. Progress in the Specific areas is heavily dependent on children's development in the Prime Areas. For example, children will not be able to access reading if their communication and language is not sufficiently developed.

The four Specific areas are:

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

Children's development is assessed at various points throughout the year. In Nursery, greater emphasis is placed on the Prime areas of development, although not exclusively. As children grow in confidence and ability and prepare to move on to Reception, the balance will shift towards a more equal focus on all areas of learning. On arrival in Reception teachers carry out the statutory Reception Baseline activities with all children to establish a baseline for their time in Primary education. Where a child's progress in any of the Prime areas gives cause for concern, staff will discuss this with the child's families and agree how to support the child going forward.

Each area has specific statements known as the Early Learning Goals, which is the target end-point that children are aiming to achieve at the end of Reception. The school record children's progress as met or not met against the 17 Early Learning Goals, with children deemed to be at a 'Good Level of

Development (GLD)' if they have achieved the Early Learning Goals in all of the following Prime and Specific areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Education
- Literacy
- Maths

As children move through Nursery/Reception and progress towards the Early Learning Goals, their development is recorded in the age-stage bands of Development Matters as Emerging, Developing or Secure in all seven areas of learning.

Characteristics of Effective Learning

Development Matters defines these as 'the ways in which the child engages with other people and their environment...and underpin learning and development across all areas and support the child to remain an effective and motivated learner.' These characteristics are closely linked to children's wellbeing and involvement. Our planning and teaching places great emphasis on the characteristics of effective learning and we closely monitor how children access the environment as part of our on-going assessment. At the end of the nursery year, children's characteristics of effective learning are reported to families in the same way that all seven areas of learning are; through family consultation. At the end of the Reception year, these are included in end-of-year reports.

The three characteristics of effective learning are:

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

Playing and exploring

Children are given the opportunity to find out and explore, play with what they know and 'have a go'. At St. Mark and All Saints C of E Primary School and Hedgehogs Nursery, children are given freedom to explore and discover new things, helping them to make sense of the world around them. They interact with adults who encourage them to talk about what they are trying to do, focusing on the process rather than the end product. Children have access to stimulating, open-ended resources through which they build up ideas and engage in new experiences. Through facing challenges they develop a 'can-do' attitude, learning resilience and how to cope when things go wrong. Within clear boundaries they learn how to control themselves and understand the need for rules. Adults support children to think creatively alongside others as well as on their own, communicating their ideas as they investigate and solve problems.

Active learning

Children will have control over their learning as well as the time and space to become involved and concentrate on their activities. They are encouraged to keep on trying when things get difficult and enjoy their achievements when they succeed.

Active learning occurs when children are motivated, interested and involved. At St. Mark and All Saints C of E Primary School and Hedgehogs Nursery, adults actively encourage children to choose their activities, identify what they need and think about how they are going to do it. They discuss children's ideas, help them to make plans and review their progress and success. Children build independence as they try different approaches, persist, solve problems and have new ideas. As confidence grows, children learn to be proud of how they accomplish things, as well as the effort that was required. They show satisfaction in achieving their goals and are motivated to seek new challenges. This also links to one of the whole-school values, perseverance, which helps to underpin everything that we do at school.

Creating and thinking critically

We encourage and support children to have and develop their own ideas, make links between old and new learning, and develop different ways of doing things.

At St. Mark and All Saints C of E Primary School and Hedgehogs Nursery we start by teaching children the language of thinking and learning, allowing them to become natural thinkers. Adults actively value children's ideas, providing feedback and encouragement as they work through problems. They help children to make connections by reminding them of previous learning, asking open-ended questions, and encouraging them to adapt ideas as well as develop new ones. This helps to foster a learning culture where children focus 'on how and not just what' they are learning and provides them with the opportunity to move freely, access resources and make decisions for themselves.

Planning

The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Teachers plan activities that support children's development in the age-stage bands identified in Development Matters and that meet the individual needs of children in all seven areas of the EYFS curriculum. Activities are built around exciting learning enquiries that teach new ideas as well as extend children's interests.

In Reception, discrete phonics, maths and English are taught through focussed, adult-led activities, as well as objectives from other areas of the EYFS curriculum, e.g. joining materials or scissor control etc. Nursery teach these skills through key group activities that occur at the beginning and end of each session. Many activities build on previous learning, whilst some teach new skills and the language to articulate them.

In Nursery and Reception, child-led learning occurs during Independent Learning, in which children explore their own ideas, as well as embed previous learning through planned enhancements. Our skilled practitioners use quality interactions to draw out the children's knowledge and build on it there and then. Practitioners observe what the children are doing, assess what they need to do next and intervene in 'teachable moments' to move them on.

In Reception children follow broad learning enquiries each half term, which identify a vehicle of interest to deliver the children's next steps in learning. By doing so, staff can respond to the individual needs, achievement and interests of the children. The medium-term planning identifies the intended learning, with outcomes intended to work towards the Early Learning Goals.

Each day, children follow a set timetable with clear routines in place. Every day children have access to Independent Learning Time, as well as more structured time where they gather together as a class. In these slots we focus on areas such as our Phonics, Talk for Writing, maths and stories. These sessions help us to develop vital habits of learning: learning as a group, listening to others, taking turns to answer, sitting still etc and allows us to help prepare our children for the next stage in their education.

Reading and storytelling play an important part of the day and we want to make sure that our children

have a love of stories and books, leaving EYFS with a bank of stories they know well. Whole-class story telling is an interactive event with children suggesting characters, setting and outcomes and participating in refrains. The stories are also a springboard for activities such as role-play, writing and maths.

Observation & Assessment

We believe that observations should be central to the process of planning at St. Mark and All Saints C of E Primary School and Hedgehogs Nursery because they capture first-hand the unique needs and abilities of each individual child. They offer insight into the child's characteristics of effective learning as well as provide a starting point for learning in all areas of the EYFS curriculum. During adult-led activities or child-initiated learning, skilled practitioners observe what the children choose to do, what their interests are and who and what resources they enjoy playing with. This provides practitioners with an opportunity to record how the children are developing and build an understanding of their needs. This not only informs future planning, but enables staff to more accurately plan next steps for children's learning.

Observations occur as part of daily routines. Significant observations, meaning those that demonstrate the child making progress or demonstrating a known skill in a different context, are recorded on Tapestry and shared with the families. Discussing these observations with children, staff and families offer a holistic approach that keeps the child at the centre of all that is planned. Families are invited to record their own observations of their child at home using the Tapestry platform, this can then be shared with their teachers and key workers.

Each child's ability is assessed on-entry to Nursery and Reception, known as a baseline assessment. The assessments allow practitioners to identify patterns of attainment within the cohort in order to group children and help ensure that teaching and learning is pitched at an appropriate level. All development is recorded and assessed using the Early Years Foundation Stage Profile and supporting documents that include: 'Development Matters', 'What to Expect, When?', 'Ages and Stages' and school-specific 'I can' statements. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The Early Years Foundation Stage Profile is a statutory document and a nationally employed assessment tool that allows practitioners to summarise the children's development in all seven areas of learning and their progress towards the Early Learning Goals. After the baseline, children are assessed at the end of the Autumn, Spring and Summer terms, with tracking grids used for each individual child. Children's progress is tracked throughout the year and key information about each child is shared with families during family consultation meetings and in a written report at the end of Reception.

In Reception, families receive an annual written report that highlights children's characteristics of effective learning and details progress in all 17 Early Learning Goals. The report comments on children's strengths as well as offers advice on their next steps. These are completed by practitioners, reviewed by senior management and sent to families in July. In Nursery, key workers report children's characteristics of effective learning and detail progress in all seven areas of learning as part of a written report in the summer term.

Transitions (settling into Nursery and Reception)

Starting Nursery

Children can start Nursery the term before their third birthday. All families qualify for the government's 15-hour free childcare offer but this starts the term AFTER their third birthday so if you start before this point your place will be paid or FEET funded (FEET = Two-year-old, 15-hour funded places which are available for families who meet the eligibility criteria), some three year olds may also be eligible for 30-hour funded childcare.. More information can be found at the government's Childcare Choices website <https://www.childcarechoices.gov.uk> Your 15-hour entitlement can be used for morning (9.00am - 12pm)

or afternoon (12.00pm - 3.00pm) sessions or as a two full day and one half day pattern Monday/Tuesday full day and Wednesday am or Wednesday pm and Thursday/Friday all day. Children who attend for 30-hours will need to have lunch in school. This can be a packed lunch from home or a hot dinner ordered through the school office. Any change to hours will need to be by prior agreement between families and the school and will be considered on the basis of circumstances and needs of the child.

For many children starting Nursery, this will be the first time that they will have been away from their families. We understand that this can be a difficult and worrying time for children, as well as families, so aim to make transition as supportive as possible.

The Nursery has three intakes in each academic year; September, January and April.

Applications can be considered outside of these times, particularly for families who wish to change their child's Early Years provider or who are moving into the area, depending on availability of places and the age of the children. The process of induction is the same for each intake, or for any new starter, and helps every child to build positive relationships with nursery staff, feel secure and cared for, and become familiar with their new environment.

When starting Nursery, children are allocated a key group, supported by an experienced key worker. The key worker approach is a statutory requirement of the EYFS and an effective way of providing continuity of care for the children. Key workers are responsible for the needs of children in their group, including personal care, responding sensitively to their feelings and behaviour whilst building a relationship of trust.

Children will have the opportunity to build supportive relationships with all nursery staff, but key workers are best placed to understand the individual needs of their key children. This makes them the first point of contact for families to share and discuss information about children's development and learning. The key worker, and other staff, will observe children in their play and help to plan activities and experiences around their needs and interests.

Before making an application, we encourage families to visit the nursery with their children. Tours can be arranged by appointment and is the best way to experience the nursery first-hand, and ask any important questions. Following a successful application, families will be sent a starter pack that explains the process of induction, details children's nursery patterns/hours and includes permission forms.

For children who are part of the September intake, families are invited to attend several events in the term before starting such as Forest School sessions and Stay and Plays. This is an opportunity for families to meet their children's key worker as well as the Early Years Coordinator and Nursery teacher. This allows a discussion about starter packs and other transition arrangements and familiarises children with the nursery environment. It is also a chance for children to play with their peers and meet the nursery staff. These arrangements may vary for children starting mid-term, and will be agreed between the nursery and families, depending on the circumstances and needs of the child.

When children join nursery in September, January or April, the following procedures will apply in order that they can gradually adjust to their new surroundings.

- In the first week, children receive a home visit from their key worker and the Nursery Lead, an opportunity for nursery staff, children and families to get to know each other in an environment where the children usually feel most relaxed. During the home visit, key workers will usually share a selection of toys from the nursery, whilst the Nursery teacher and families complete a home visit questionnaire.
- Following home visits, children will attend a morning or afternoon Stay and Play session depending on their agreed nursery patterns. Arrangements for these sessions will be confirmed at the home visit. During these visits, families are encouraged to:

1. Remind children of their key worker's and other staff names, as well as talk about

how friendly and kind they are. If children can see that their families trust the staff, it is easier for them to trust them also.

2. Show the children how to take off their coat and hang it with any bags/belongings on their peg. It is important for children to understand and partake in these daily routines, so that they can become fully independent.
 3. Help the children to find their name and self-register with their key group, so that they get used to doing this when they arrive at nursery.
 4. Show children around the setting, pointing out the different activities, and explain that they can play indoors or outdoors. This is also an opportunity for families to play with children and show them how to use the resources.
 5. Ensure that the children walk indoors and use quiet voices, as well as comply with other behaviour expectations. It is important for children to understand that the nursery has rules to help keep them safe and give them the freedom to learn and enjoy themselves.
- The aim of the stay and play and settling sessions is that, by the time the child is ready to be left by their family or carer, they separate happily. As the child begins to engage with the environment, nursery staff might encourage families to begin to distance themselves from the children, whilst still staying in the same room. This means that the children can relax knowing that families are not far away. If children are confident to go off and play, without the need to constantly 'check in' with families, it is likely that they are ready to move out of transition and begin their agreed nursery pattern. Where this is not the case, it may be necessary for children and families to attend further stay and play sessions, so that the experience remains a positive one. This is a decision that can be made jointly by nursery staff and families.

Starting Reception

Children start Reception after their fourth birthday, provided that this occurs on or before the 31st August of any academic year. We offer a carefully planned transition to help children settle quickly and happily into their new class. If the child has attended the nursery, they should be familiar with parts of the school as well as some of the school staff. This will help with transition. If a child is starting from a different Early Years setting, or even from home, our comprehensive induction will ensure a smooth and happy transition for all.

Prior to children starting in Reception, we make sure that all records of children have been transferred to enable staff to begin learning about the background of the children, to find out about their needs and interests and to share any safeguarding concerns. To further support this theoretical understanding, Reception staff visit children in their Nursery and pre-school settings to have a verbal handover with their key workers and to see the children in their safe environment. If a visit is not possible, a telephone call will be arranged.

Families of all children starting Reception in the next academic year will be invited to an Induction Meeting in the summer term prior to starting, to meet their child's teacher, the Senior Leadership Team and Teaching Assistants (TAs). This is also an opportunity to learn more about the Reception curriculum, school uniform, PE kit, school dinners (including free school meals), holidays/absences and explain the arrangements and the gradual introduction to Reception.

For children, induction starts with Forest school sessions and transition visits in July. These sessions provide children with the opportunity to explore the Reception environment as well as meet the Reception teachers and LSAs. This means that before they join their new class the Reception environment

is already a familiar place to them. Families can leave their children during the transition visits if the child is ready for this and if all emergency contact information is provided. During stay-and-play sessions, families are encouraged to support children in familiarising themselves with the Reception environment, beginning to understand the routines and starting to build relationships with staff (please see points 1-5 in Starting Nursery). This is absolutely vital if children's transition is to be one of excitement, confidence and happiness.

On the final transition visit all children receive a social story that will tell them about a typical day in Reception. A copy will also be sent to the preschools that the children currently attend.

When children join the school in September, the following procedures will apply in order that the children can gradually adjust to their new surroundings:

- During the first few days, before starting in school, the children receive a home visit from their teacher and Teaching Assistant (TA). Further information will be sent out closer to the time.
- Where children have an Educational Health Care Plan (EHCP) or other identified need, Reception staff may agree a more suitable personal induction programme with families. This is so that we can offer the correct level of support and make sure transition is a safe and happy one.

Welfare

It is important to us that all of the children at St. Mark and All Saints C of E Primary School are kept safe. In Early Years we aim to educate children on boundaries, rules and limits, as well as help them understand why it is important that they exist. We provide children with choices to help them develop this important life skill, and encourage them to take risks, whilst recognising the importance of keeping themselves safe and avoiding hazards. We aim to protect the physical and psychological well-being of all our children (see our Safeguarding Child Protection policy) and support their welfare through:

- **Good Health** - children are provided with a daily, fruit or vegetable snack. They have access to water at all times and, depending on the presence of food allergies, are given milk at collection time or as part of their snack or break time. As a healthy school, we provide nutritious school dinners, with both meat and vegetarian options available. We also encourage families to provide healthy foods for children having a packed lunch. We cater for all types of allergies and take great precautions to ensure that children for whom certain foods pose a risk are kept safe (see Healthy Eating policy for further detail).
- **Medications** - many children who take medications will require them during the school day. Children with special health care needs are also able to attend school because of medication or equipment, although in some cases it may be necessary for staff to receive training before they can be used or administered safely. In any of these cases, it is important that family permission is given to allow staff to dispense medications or use specialist equipment. This includes emergency medications like Epinephrine injections for severe allergic reactions, glucagon for Hypoglycemia (low blood sugar) or inhalers for children with asthma. The school has strong protocols in place to ensure the safekeeping and delivery of medication, whether emergency or routine, with the accurate logging of all medications administered .
- **Personal/Intimate Care** - To support children with developing their confidence and independence, they will generally be encouraged to be responsible for their own health and self-care. 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 or changing nappies/underwear following an accident. We believe that every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and we will always work in partnership with families to give the right support to every child (see Intimate Care policy for further detail).

Monitoring and Review

It is the responsibility of all staff working in Early Years to follow the principles explained in this policy. The Head Teacher and other members of the school's senior management team will carry out regular monitoring of EYFS as part of the whole school monitoring schedule. The school's Local Committee will also be part of this process. This policy will be reviewed in October 2023 or as necessary.

Other Supporting Policies and Documents

This policy operates alongside other school policies and therefore should be read in conjunction with the following policy documents: Equal Opportunities, Assessment, Admissions, Teaching & Learning, SEND, Health & Safety, Safeguarding and Child Protection, Intimate Care.