



Prospect House

PRIMARY SPECIALIST SUPPORT SCHOOL

# EYFS POLICY

Review Date	Changes made	By whom
July 2020	Drafted for Opening	SLT
May 2021	Changes to reflect new guidance	Robin Anthony



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## PROSPECT HOUSE SCHOOL EARLY YEARS FOUNDATION STAGE POLICY

### Introduction

Early Years Education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. This policy outlines the purpose, nature and management of Early Years at Prospect House Specialist Support Primary School.

### Our Vision

- At Prospect House we believe that every child is unique and is a competent learner, who can be resilient, capable, confident and self-assured.
- We are committed to developing positive relationships so that children learn to be strong and independent from a base of loving and secure relationships with parents and school staff.
- We aim to provide enabling environments for all children, which play a key role in supporting and extending children's development and learning.
- We believe that children learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connect.
- Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is important that children are safe. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks in a safe and structured environment. We aim to protect the physical and psychological wellbeing of all children.

The school vision supports and upholds British values. As a school, we work together democratically and give everyone the right to have a voice. We create school and class rules and support children to understand that for everyone to work and achieve together safely, we need to adhere to them. We teach about rights and responsibilities and help children to appreciate what it means to be a respectful and positive member of a diverse multicultural society.

We promote choice and individual liberty to help children achieve their goals and encourage them to play a positive role in contributing to the life of the school and the wider community, and in so doing increase their feelings of self-worth.

### Principles

The Early Years Foundation Stage is based on 4 principles, these are:

#### → *A unique child:*

We aim to see all children as individuals with a variety of backgrounds and interests to celebrate. We have an understanding that children develop in different ways and at varying rates. We ensure to keep them safe and look after their health and well-being.

→ *Positive Relationships*

Good relationships with both parents and children ensure the best possible outcome for the learning and development of the individual and towards each other. We work alongside one another, parents, children and practitioner to create that feeling of love and security where the child will best learn.

→ *Enabling Environments*

We aim for a secure, rich, challenging and well planned environment to support and develop all children's learning. Observations will enable us to build upon prior knowledge and experience and to travel along the children's learning journey.

→ *Learning and Development*

We believe and promote that children learn effectively through play and from each other. We sustain their thinking and concentration through active learning, asking appropriate questions and encouraging them to be critical thinkers. For young children to be developed as a whole person all seven areas of learning are planned.

At Prospect House Specialist Support School, we support children with a range of special needs, including Severe Learning Difficulties (SLD), Autistic Spectrum Disorder (ASD), and Profound and Multiple Learning difficulties (PMLD).

## 1. AIMS AND OBJECTIVES

Our overall aims are based on putting these principles into practice.

These aims are:

- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for learning providing activities at a level that is demanding but still within the children's reach
- To enable children to be creative
- To enable children to become valued citizens in society;
- To work towards the requirements of the EYFS, National Curriculum, the school curriculum and the Locally Agreed Syllabus for Religious Education (Special)
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they begin to understand equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live co-operatively with others.
- To understand the processes involved in children's growth, development and learning and to meet the needs of individuals
- To develop children's sense of identity, culture and positive self-image
- To welcome parents/carers and to communicate the needs of the children and to discuss their progress and development
- To build good relationships with all partnerships that impact on our children's development
- To involve the local community where appropriate to support our children's development
- To involve the local community where appropriate to support the children's learning. We have links with local primary schools to support where appropriate.
- To maintain a clear view of the learning journey for all children but provide different learning opportunities for individual children or groups.
- To provide a safe and interesting indoor and outdoor environments so that children can learn within both experiences.
- To provide flexible resources that can be used in many different ways to facilitate children's play and exploration.

- To review the environment to ensure that it is interesting, attractive and accessible to every child so they can learn independently.
- To recognise that every child's learning journey is unique to them.

## 2. LEGISLATION

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

We have also used non-statutory guidance in the form of [Development Matters 2020](#).

This document also complies with our funding agreement and articles of association.

## 3. STRUCTURE

At Prospect House School the EYFS setting will include pupils aged 3 - 5 years old and who have access to continuous provision at all times during the school day - 9:00- 3:10.

## 4. THE CURRICULUM

We aim to provide our children with learning opportunities in line with Government guidelines set out in The Early Years Foundation Stage Curriculum. The Planning within the EYFS is based around termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these in response to the needs (achievements and interests) of the children.

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

### 4.1 Characteristics of effective learning

At the core of our EYFS curriculum are the characteristics of effective learning. These are embedded into both the specific and prime areas and ensure pupils have a range of learning opportunities.

#### → Playing and exploring - Engagement

Finding out and exploring, playing with what they know, being willing to 'have a go'

#### → Active learning - Motivation

Being involved and concentrating, keeping trying, enjoying achieving what they set out to do

#### → Creating and thinking critically - Thinking

having their own ideas, making links, choosing ways to do things

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- Communication and Language;

- Physical Development; and
- Personal, Social and Emotional Development.

We also support children in four *specific areas*, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy;
- Mathematics;
- Understanding the World; and
- Expressive Arts and Design.

We aim to provide activities, both children initiated and adult led, that are based on play, so that the children can learn with enjoyment. Learning opportunities are provided through all areas and these are supported by staff. All activities are highly differentiated. Children are encouraged to maintain their current skills and develop others where possible.

#### 4.2 Curriculum areas

##### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The skills that are developed are:

- **Listening, attention and Understanding:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children will also follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

We aim to provide opportunities for the children to:

- Engage in conversations, where they can discuss their ideas, how they feel etc. in situations with adult support.

- Provide extra support to children who are experiencing difficulties in communicating and for those for whom English is an additional language. These may include Alternative Augmentative Communication, PECS, sign and or visuals.
- Intensive Interaction

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The skills that are developed are:

- **Gross Motor Skills:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- **Fine Motor Skills:** - Hold a pencil effectively in preparation for writing - using different grips in; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Opportunities will include:

- Activities that encourage physical challenge, large climbing frames to small balls, wheeled vehicles etc.
- Many children follow individual physiotherapy plans including passive movement and use of equipment such as standing frames and wedges.
- Activities are provided daily that require the handling of small apparatus, such as scissors, glue spreaders etc. with varying levels of support
- Action songs and rhymes - including using scarves/ streamers (inside and out)
- Outdoor activities
- Allowing children sufficient time to explore at their own level.

### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The skills that are developed are:

- **Managing Self:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will share about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Self-Regulation:** children communicate about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Building relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

We aim to provide opportunities for the children to:

- Play alone, as well as part of a group
- Choose their own play and the appropriate resources.
- Have space and time to develop their own interests.
- Have their efforts acknowledged and encouraged
- Receive support in making their own choices.
- Experience positive images and resources from all cultures and backgrounds.
- Become personally independent

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The skills that are developed are:

- **Word Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple words/sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
- **Comprehension** – children will understand of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; – Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

This area includes the development of reading and writing, skills we need for effective communication. We aim to provide opportunities for the children to:

- Provide extra support to children who are experiencing difficulties in communicating, and for those for whom English is an additional language. These may include Alternative Augmentative Communication, PECS, sign and/or visuals
- Have access to a wide range of books, stories, rhymes and songs including sensory stories
- Link the spoken, written and read word in all role play situations.
- Create an environment where the written word is displayed.
- Intensive Interaction

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

The skills that are developed are:

- Numbers: children have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Numerical Patterns: children can verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematical development takes many different strands to provide enjoyable and interesting experiences. It includes the areas of sorting, matching, counting, patterns, time, measurement, shape and space. Opportunities include:

- Practical activities, sand, water, dough, pasta to maintain interest while, encouraging mathematical language, weighing, counting and exploring different textures and smells.
- A range of resources to count, order, match and sort.
- Experience of numbers, counting on and back, which support maths learning.
- Role playing activities that promote maths learning, e.g. cooking, hospital.
- Stories, rhymes and songs which feature numbers, counting on and back.
- Small world play, providing the chance to sort, sequence, graduate and matching.

### Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our

culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

The skills that are developed are:

- People, Culture and communities: children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- The Natural world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Past and Present: children talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

We aim to provide:

- Activities that are relevant to the children's experiences and involve exploring, logical thinking, observation, experimentation and discussion. Adults play a key role in stimulating children's imagination.
- Opportunities to become aware of other ways of living and to be aware and sensitive to the needs of others. Involving our families is a valuable resource.
- Opportunities for girls and boys to have equal access to all activities.
- Trips to various local places of interest.

#### Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

The skills developed are :

- Creating with materials: children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; -make use of props and materials when role playing characters in narratives and stories.
- Being imaginative and expressive: children invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

To enable the children to progress we offer opportunities for:

- A wide range of activities that can be responded to using all senses.
- Activities that allow the children to express their own ideas.

- Activities that are accessible to all.
- The children to have sufficient time to explore their own interests.
- Provide a range of resources from around the world.
- Give gentle encouragement at all times.

#### 4.2 TEACHING AND LEARNING STYLE

At Prospect House Specialist Support Primary School, in order to support our children's development, the children are put into classes that best suit their extremely individual needs. This enables them to access the EYFS curriculum in a way that best supports their learning and development.

- PMLD/Experiential Learners – a rich and stimulating multi-sensory environment, with large areas set aside for getting pupils out of chairs to do positioning, physiotherapy work and time for free play and sleep.
- SLD/Independent Learners – small classes that are structured to meet the needs of the children. Teaching is done using all senses and an emphasis on play and child initiated learning.
- ASC/Structured Learners – a low distraction environment. Teaching is more structured and visual timetables are used to help children access the activities.

Teaching involves a range of processes depending on the best approach for that child. This can include 1:1 work, small group work or whole class teaching. Each class has a high ratio of staff to children, and classes are kept small in order to safely and effectively provide these very special children with the support they need.

Teachers identify the key areas of learning for that child, and reflect this on each child's Individual Education Plan (IEP). For example, the first two subjects on a PMLD child's IEP are Communication and Physical Development. Children may also have a Behaviour Support Plan, which clearly states different strategies to help them to manage behaviour and access the curriculum.

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.

## **5. ASSESSMENT, MONITORING AND REVIEW**

During the children's first half term, (at whatever year group) their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

All our children are unique in the way that they develop and the children's progress is monitored on a daily basis through observations. These regular assessments of children's learning ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation; these can take the form of photographs, videos, comments on work and post it notes. This assessment involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways and used to inform the EYFS profile.

Individual needs are identified and individual records are kept in the form of a learning journey. This is completed throughout the year shared with parents and used by the future teacher in year one to ensure continuity.

We use Classroom Monitor EYFS assessment. This assessment is based on the developmental stages and targets in 'Development Matters'. The Classroom Monitor data is then transferred in to Classroom Monitor assessed level data which is used throughout the rest of the school to record data and individual progress. At the end of the year the Early Years Foundation Stage Profile is completed. Each child's level of development must be assessed against the early learning goals and practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This EYFS Profile is shared with the local authority and with parents in the end of year report.

These assessments are used to inform planning and placement within school. The EYFS teacher also meets termly with other EYFS special school practitioners to moderate and evaluate good practice to ensure a consistent approach to teaching, learning and assessment.

### **EYFS to KS1 - Transfer of Progress**

At the end of EYFS it is vital that a pupil's progress is not lost when moving to the KS1 curriculum.

Therefore, through our data system a transference of outcomes will occur that allows for all progress to be recorded and continued to be tracked. Pupils will also be baselined against any descriptors or subjects not covered in the EYFS curriculum.

EYFS subject	EYFS strand	KS1 subject
Communication	Listening, attention and Understanding	English - Speaking and listening
	Speaking	English - Speaking and listening
Physical development	Fine Motor Skills	English - Writing
	Gross Motor Skills	SKILL curriculum - Health and self-care
Personal, emotional social development	Building relationships	SKILL - Team worker
	Self-Regulation	SKILL - Self manager
	Managing Self	SKILL - Self manager
Understanding the world	People, Culture and communities	Geography
	The Natural World	Science
	Past and Present	History
Expressive arts	Creating with Materials	Music and Art
	Being imaginative and Expressive	Music and Art
Mathematics	Numbers	Maths - Number
	Numerical Patterns	Maths - Using and Applying
Literacy	Word Reading	English - Reading
	Writing	English - Writing
	Comprehension	English - S & L

## 6. PARENTS/CARERS AS PARTNERS

To develop full potential in all our children, we believe in a three-way partnership. (child, parents and practitioners). We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Including parents in discussions about targets for their children at EHCP meetings
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Parents receive a report on their child's attainment and progress at the end of each term
- Parents evening in Summer term
- Coffee mornings
- Courses for parents to go on to support them
- Fun days
- Family learning events
- Open mornings
- All staff involved with the EYFS develops good relationships with all children, interacting positively and taking time to listen to them.
- At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.
- All staff meet regularly to discuss the children, their individual needs and how best to meet them.

## 7. SAFEGUARDING AND WELFARE

7.1 Our safeguarding and welfare procedures are outlined in our safeguarding policy.

7.2 Importance of a key worker – a key worker is a member of staff in an EYFS setting who has responsibility for the education and welfare of a particular group of children during their time in the setting. The key worker role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key worker for each child.

We believe that children settle best when they have a key worker to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key worker approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the setting. We aim to make the school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We also understand that a key worker approach is important to a context of shared responsibility and teamwork linked to the outcomes for pupils in a setting where there may be a large number of pupils. The procedures set out a model for developing a key worker approach that promotes effective and positive relationships for children at Prospect House.

## Policy Information and Review

Policy review dates (frequency of review: every 3 years)

Date	Changes made	By whom
June 2020	Policy created	Robin Anthony
September 2022	None	Tracy Gallier

### APPENDIX 1 - LIST OF STATUTORY POLICIES AND PROCEDURES FOR THE EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See administration of medicines policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy