



SEATON ACADEMY

Early Years Foundation Stage (EYFS)

Policy

2026-2027

At the time of publishing the following roles were held:

EYFS Lead:	Mrs W Stuart
Designated Safeguarding Lead:	Mr R L Barton
Headteacher:	Mr R L Barton

Approved by

Name: Mr R L Barton

Position: Headteacher

Approved by: Trustees

Date: January 2026

Review date²: January 2027

This policy outlines our approach to meeting the requirements of the Statutory Framework for the Early Years Foundation Stage (DFE, 2025) and reflects our school's vision and values for all children.

Early Years Intent

At Seaton Academy, our Early Years intent is to inspire confident, happy and independent learners by providing a nurturing, inclusive and language-rich environment where every child feels safe, valued and ready to thrive. We believe children are capable learners and that play is central to their learning and development. By combining structure, play and nurturing care, we ensure all children feel included and supported to flourish, developing the skills, confidence and love of learning they need for lifelong success.

Seaton Academy Vision

For Seaton Academy to be a school 'Where every star can shine!'

At Seaton Academy our aims are:

At our school, every child is encouraged to shine. With our five stars as a guide, we help children become resilient, kind, honest, and respectful learners who persevere, show patience and compassion, and take genuine pride in their achievements - sparkling with confidence. These aims link directly to our school values.

Seaton Academy Values

In 2024, our School Council worked closely with the children in their classes and throughout school to develop and enhance their values. They selected 4 colours, yellow, blue, purple and red as well as 4 animals Giraffe, Elephant, Rhino and Lion. Then, after much collaboration and discussion between classes and between themselves, the Council selected two values to represent each animal. As part of this work our School Council collaborated with the local printers and commissioned designs for the 'Value badges' which are now prominent features in school (Examples are below). Children in school now live and breathe these values:

- **Honesty and Kindness**
- **Compassion and Respect**
- **Resilience and Perseverance**
- **Patience and Pride**



We review the values in each assembly and provide examples of what each one means and how to 'live' the values. The 'Value badges' have been made into stickers and now form part of our reward and recognition culture at Seaton Academy.

1. The Four Principles of EYFS:

The four principles of the Early Years Foundation Stage (EYFS) underpin our curriculum and teaching within the Early Years at Seaton Academy.

- 1. A Unique Child** – We aim to develop resilient, capable, confident and self-assured individuals. We use praise and celebration to develop a positive attitude to learning. Our approach is sensitive and adaptive to the needs of the individual child, including children with additional needs.
- 2. Positive Relationships** – We support children in becoming strong and independent learners. We develop caring, respectful and professional relationships with the children to support their development.
- 3. Enabling Environments** – We ensure we respond to the individual needs of the children, developing an inspiring environment, inside and outside, through challenging and achievable activities that allow children build their learning over time.
- 4. Learning and Developing** – Learning opportunities are provided through adult-led group learning, as well as freedom to explore their own child-led learning in the provision. We understand that children develop and learn at different rates.

2. The EYFS Curriculum

The Early Years Foundation Stage framework includes seven areas of learning and development, all of which are seen as important and interconnected. The Characteristics of Effective Teaching and Learning are embedded throughout our curriculum. These are:

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

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

Creating and Thinking Critically: Having their own ideas, making links, choosing ways to do things. The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner.

To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will

support them to learn well and make good progress in all the Areas of Learning and Development.

3. The Prime Areas

The prime areas of development and learning provide essential foundations during the early years, playing a key role in later learning and the formation of relationships. In every activity, the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. It is through these aspects that a child accesses the world around them and relationships with other people, which in turn opens the door to learning in all areas. The Prime areas therefore strongly influence learning in the Specific areas of learning and development (Birth to 5 Matters).

Prime Areas	Sub-Areas
Communication and Language	Listening and Attention Understanding Speaking
Physical Development	Gross Motor Skills Fine Motor Skills
Personal, Social and Emotional Development	Self-Regulation Managing Self Building Relationships

4. The Specific Areas

The specific areas help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. These areas are woven through our curriculum in ways that are relevant, purposeful, and responsive to children's interests.

Specific Areas	Sub-Areas
Literacy	Comprehension Word Reading Writing
Maths	Numbers Numerical Patterns
Understanding the World	Past and Present People, Cultures and Communities

	The Natural World
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

5. Teaching Strategies

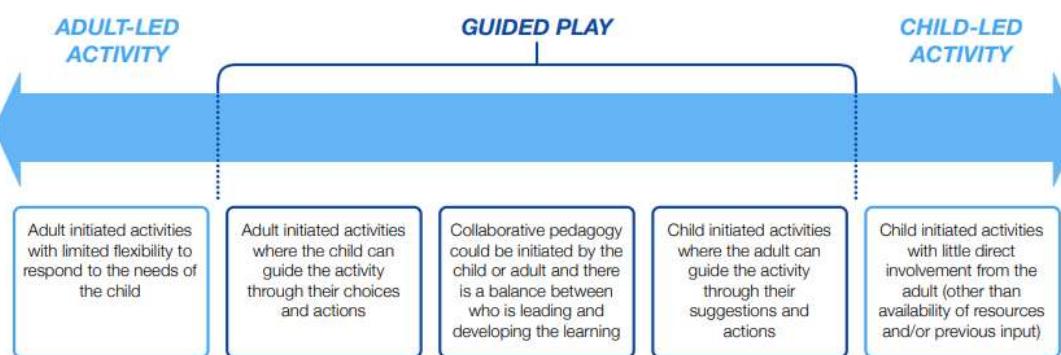
Our approach to Early Years teaching and pedagogy is guided by the **EEF Contexts for Teaching and Learning: The Early Years Pedagogical Continuum**, which recognises that high-quality early education is built on rich, varied and responsive interactions.

At Seaton Academy, we view teaching and learning as dynamic processes that occur across multiple contexts between:

- an educator and a child or group of children,
- more experienced children and their less experienced peers
- a child and their environment

In each of these contexts, learning is nurtured through intentional teaching, sustained shared thinking and opportunities for exploration and discovery. Teachers play a vital role in observing, scaffolding and extending children's ideas and skills, while creating environments that promote independence, collaboration and curiosity. This holistic approach ensures that every interaction and experience contribute meaningfully to children's development across the full continuum of learning.

Figure 1: The Early Years Pedagogical Continuum



The Early Years Pedagogical Continuum attempts to illustrate the range of ways educators support children's learning and development and that this spans adult-led and child-led learning opportunities.

Learning through play is a vital part of Early Years learning. Stimulating, purposeful activities and experiences are planned to interest and inspire the children. Through high-quality continuous provision and enhancements, children are provided with opportunities to think creatively and critically alongside other children as well as on their own. They are able to practise, revisit and build upon prior learning to consolidate their knowledge, skills and understanding. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play through enhancements and high-quality questioning. Getting the balance right between child-initiated play, which is controlled, and adult-led activities is very important.

6. Nursery

The Nursery consists of two large classroom units, with free-flow access to outdoor provision. The teacher plans experiences in the form of structured adult-led teaching, gradually building, which helps to introduce and develop vital habits of learning: listening and learning as a group, listening to the teacher and peers and taking turns to answer.

The Nursery curriculum at Seaton Academy has been carefully designed to meet the guidance set out in Development Matters and is delivered through a two-year cycle. This approach ensures all children, regardless of their age when they join us, experience a broad, balanced, and developmentally appropriate curriculum.

Throughout both cycles, the curriculum consistently covers the Development Matters statements for children aged 3–4 years. This repetition, through varied and engaging contexts, reinforces key concepts and allows children to build confidence, deepen understanding and make meaningful progress at their own pace.

By using a cyclical model, we offer continuity and coherence, while ensuring flexibility to respond to the individual needs, stages, and interests of each child. This enables practitioners to scaffold learning effectively and revisit key skills and knowledge in a way that is accessible and meaningful to all.

The Nursery operates with key worker groups. Each key worker plays a vital role in supporting the learning and development of the children within their group. They are responsible for monitoring individual progress and maintaining regular communication with parents or carers to ensure a strong home-school partnership. By fostering positive relationships and providing targeted support, key workers help to create a nurturing and effective learning environment tailored to each child's needs.

Our ultimate aim is to provide a nurturing, inclusive environment where every child can thrive, develop a love of learning, and be well-prepared for their transition into Reception and beyond.

7. Reception

Reception consists of two large classrooms, designed for adult-directed taught sessions. The parallel classrooms are equipped with learning areas, and both have access to shared, free-flow indoor and outdoor provision.

In Reception, there is a balance of adult-led and child-led activities across the day. Adult-led activities increase with a focus on Phonics, Literacy, Maths, Physical Education, Understanding the World and Expressive Arts and Design activities scheduled into the timetable. Adult-led activities are particularly important in helping children to learn specific knowledge and vocabulary, and develop and practise skills. By the Summer Term in Reception, children will experience more adult directed tasks as they prepare for the transition to Year 1.

8. Continuous Provision

The EYFS classrooms are set up into learning areas, where children are able to find and locate equipment and resources independently. The learning areas and provision allow opportunities for the children to take part in activities and purposeful learning opportunities that build on and extend their knowledge, skills and interests and develop their intellectual, physical, social and emotional abilities. In addition, they encourage and promote children to communicate and talk about their learning, developing independence and self-management skills.

Each classroom has appropriate and accessible outdoor space, facilities and equipment to enhance learning opportunities further.

Our learning areas are thoughtfully enhanced through the purposeful use of '**What?**' and '**Why?**' questions, ensuring that learning is meaningful, builds on prior knowledge and skills, extends critical thinking, and deepens understanding. This approach nurtures children's natural curiosity and provides rich opportunities for exploration and play.

Enhanced provision is carefully planned and adapted in response to children's half-termly assessments. This enables practitioners to identify specific learning priorities and provide targeted opportunities and enhancements, supporting children to develop essential knowledge, skills, vocabulary and understanding.

In addition, each learning area has high-quality vocabulary displayed which is linked directly to key learning, knowledge and skills. These vocabulary banks can be used by adults to enhance high-quality interactions.

9. Strong Foundations

Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence. At Seaton Academy, we recognise the importance of the Nursery and Reception years in building strong foundations and the teaching of foundational knowledge is prioritised.

Phonics and Early Reading

At Seaton Academy, we are committed to ensuring that every child becomes a confident, fluent reader. We follow the Little Wandle Letters and Sounds Revised programme for the systematic teaching of phonics.

- Starting in Nursery, children develop the **Foundations for Phonics** through language development, sound/listening games, rhymes and sharing high-quality stories and poems.
- Structured story in Nursery with a focus on: opportunities to read and engage with texts, language development, connect the book and exploring the sensory aspects of texts.
- Daily phonics lessons are taught to all children in Reception, beginning in the first full week of the autumn term.
- We teach **phoneme-grapheme correspondences (GPCs)** and blending and segmenting skills through a structured routine that supports all learners.
- Lessons are taught using a **clear progression**, which is followed rigorously to ensure consistency and cumulative learning.
- Each lesson builds on prior learning, revisiting previously taught sounds and words to ensure that knowledge is **embedded and retained**.

Phonics in Practise

- Children are taught Phase 2 and Phase 3 in Reception, and move into Phase 4 later in the year.
- Half-termly assessments identify children who need additional support. These children receive daily keep-up sessions that are short, focused, and matched to their gaps in knowledge.
- Reading books are closely matched to each child's secure phonic knowledge to ensure success and build reading confidence.
- Children read fully decodable books three times a week in small group reading sessions. Focusing on, decoding, prosody and comprehension.

The same book is then sent home to be read for fluency and confidence with parents/carers.

Early Writing

Prior to the introduction of formal transcription skills, staff understand the importance of developing the children's gross and fine motor skills from Nursery into Reception.

Nursery staff have been trained to deliver '**Move to Write**'. This programme gives the children opportunities to develop core strength and muscle isolation; an important step towards writing.

The children use large scale movements, using each side of their body to make shapes. Activities to work at large scale are incorporated daily into the provision using brushes, chunky crayons or pencils. Through the development of their gross motor skills, muscle control becomes more defined until they develop an ability to use straight lines and curves to form symbols.

To develop a foundation for writing and to support transcription, daily opportunities to develop finger strength are also incorporated, through fun, play activities. All children are given access to a wide range of activities in continuous and enhanced provision to develop a tripod pencil grip and enhance their early writing skills through the teaching of pre-writing shapes.

In Reception, children are taught to write using the Little Wandle Handwriting programme. This programme is based on the principle of direct teaching of transcription skills, aligned with the Writing Framework 2025. It has been carefully planned to develop the children's skills in accurate letter formation, with regular review and assessments.

At Seaton Academy, it is an expectation that handwriting is consistently modelled to a high standard. Each letter must be correctly formed and be consistent in size, with clear starting and finishing points. '**Ready to Write**' checklists are encouraged and referred to, not only during handwriting sessions, but across all writing activities throughout the curriculum, ensuring clear and consistent expectations for pencil grip.

Each handwriting lesson is delivered by a teacher or trained teaching assistant. The children are not be left to practise without supervision. Strong modelling of starting points for letters and the correct orientation is essential. When forming the letters, the Little Wandle formation phrases are used. Teachers will refer to the sound of the letters but the focus of the lesson must remain clearly on handwriting.

Children in Reception are provided with daily opportunities to write recognisable letters, spell words using their knowledge of Little Wandle Letters and Sounds progression and write simple phrases and sentences. Daily opportunities for writing are planned within our continuous provision, in all areas of learning, both indoor and outdoor. Through the wide range of texts shared, children are introduced to a trove of vocabulary, developing their spoken vocabulary. Children are encouraged to orally rehearse what they are going to write and teachers use high-quality interactions as part of the learning sequence to develop oracy skills.

Little Wandle Foundations for Language

At Seaton Academy, we believe spoken language to be fundamental to the development and achievements of our children. Research has highlighted 'the strong link between children's early language and their future academic achievement' (Snowling & Hulme, 2011). We strive as a school to elevate spoken language to provide solid foundations for reading and writing. In addition, the EEF research tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about.

Our experienced staff are trained in Little Wandle Foundations for Language, ensuring they are skilled in using high-quality interactions to develop pupil's language and thinking skills across the curriculum. This approach encourages staff to be intentional and responsive in their communication with pupils. Our approach is particularly valuable in supporting vocabulary development, reasoning, and inclusive classroom talk, especially for pupils with SEND or limited language exposure.

ShREC (EEF)

In addition, all staff have been trained in using the SHREC approach (Share Attention, Respond, Expand, Conversation) to promote high-quality adult-child interactions that support language development, thinking skills, and emotional connection. Practitioners are encouraged to pause and give children space to communicate (Share Attention), reflect on what the child is saying or doing, and build on it with rich language input (Respond and Expand), before checking understanding and encouraging further dialogue (Conversation). This responsive and intentional way of interacting helps to extend vocabulary, model conversational turn-taking, and deepen children's engagement in play and learning. SHREC is particularly effective in supporting communication and language outcomes for all children, including those with EAL or additional needs.

By prioritising oracy in the Early Years, we aim to create language rich environment that nurtures social, emotional and cognitive growth, laying the foundations for future academic learning, success and communication.

Early Maths

In the Early Years, Maths is taught through White Rose Maths and the Mastering Number approach. From Nursery, children engage in daily Maths sessions, designed to build a strong foundation of number sense.

White Rose Maths teaches children mathematical concepts through concrete, pictorial and abstract approach, which is a highly effective and research driven approach to teaching. In addition, Mastering Number sessions are delivered, designed to build strong foundation of number sense from Reception to Year 2. The engaging sessions focus on number composition, subitising, counting skills and developing fluency in number facts within 10.

Our approach to Maths in the Early Years ensures children build foundational knowledge and develop deep understanding, confidence and competence in Maths, improving their fluency.

10. Outdoor Learning

We have large outdoor spaces, that are stimulating and thought-provoking environments. Children have access to our outdoor spaces daily, whatever the weather! The Early Years also take part in Forest School.

We believe outdoor learning supports each individual child to develop confidence, resilience, and independence through hands-on learning in a natural environment. Regular time outdoors supports emotional wellbeing, improves concentration and encourages curiosity and problem-

solving. Children build strong social skills by working together, develop physical coordination through active play and tool use, and form a positive connection with nature, promoting environmental awareness and responsibility. Outdoor learning also provides many opportunities for large-scale play and creativity in the company of their peers.

11. Observations, Assessments and Profiles

Assessment in the EYFS is ongoing and based on observations, conversations and children's work. This informs planning, provision enhancements and supports each child's progress. At the end of Reception, we use the Early Years Foundation Stage Profile (EYFSP) to summarise each child's development against the Early Learning Goals (ELGs).

Assessments in place across Early Years:

- **Seaton Academy Baseline Assessment:** children are assessed against 7 Areas of Learning (Nursery) and 17 Areas of Learning (Reception).
- **Statutory Baseline Assessment:** within the 6 weeks of entry to Reception.
- **WELLCOMM Assessment:** speech and language assessment used to screen all children who start in Nursery and any new starters across the school, as a form of early identification.
- **Ongoing Formative Assessment:** throughout the year.
- **Summative Assessment:** key 'check points' across the year.
- **Early Years Foundation Stage Profile (EYFSP):** at the end of the Reception academic year.

Staff ensure that all children are encouraged to experience all areas of provision throughout the week. Staff will observe and assess the children in order to develop and understanding of their level of achievement, interests and learning styles. Staff then use these observations to shape learning experiences for each child to support their next steps of development. During termly reports, next steps are shared with parents and carers.

At Seaton Academy, we use Class Dojo to share class experiences. Parents/Carers are able to view their child's Dojo Portfolio where staff can record more specific learning through photographs and notes. Families are encouraged to add their own photos and observations too so a picture of the whole child is built by school and family in partnership. This allows recognition and celebration of successes outside school, as well as identifying where children are making links between their school and home experiences.

Throughout the Early Years, assessment tracking data is used to show each child's development across the seven areas of learning (Nursery) and the 17 areas of learning (Reception) using check-points and end-points and is reviewed regularly by staff and the SLT. This allows staff to respond quickly to children's developing needs and identify where further intervention may be important to sustain a good level of development. Assessments are used to inform provision and enhancements in both the indoor and outdoor classroom. In addition, those at risk not achieving Good Level of Development (GLD) at the end of Reception are targeted in weekly planning, teaching and learning. When children may not be making age-related expected progress, staff will work with parents/carers and in some cases, other professionals, to support

your child.

At the end of Reception, children are assessed against the 17 Early Learning Goals (ELG) to determine whether their development within each ELG is either on track or not on track. This information is called the Foundation Stage Profile and is communicated to parents and carers in each child's end of year report and reported nationally.

12. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

Before starting at Seaton Academy, we hold open days where parents/carers and children can visit our setting and meet the EYFS staff. Home visits are also carried out by class teachers. Additionally, an information evening is held whereby parents and carers are informed about routines, curriculum coverage and upcoming dates.

We strive to build a strong partnership by:

- Celebrating attendance with weekly attendance winners
- Sharing learning weekly through Class Dojo/Facebook/ Website updates
- Hosting events throughout the year in which we will invite parents/carers into school i.e *Christmas fair, Summer fair, sports day, Christmas performances, 'Book and Brew' events*
- Termly progress updates: *interim reports and parents' evenings*
- Support with home learning and transitions
- Weekly celebration assemblies whereby parents can attend

We keep parents and/or carers up to date with their child's progress and development. Interim reports against learning 'check points' and the EYFS profile help to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

13. Admissions

Seaton Academy offers all successful applicants 15 hours of government-funded free nursery education over 5-morning sessions for 38 weeks. We accept government codes for those eligible for free childcare for 15 or 30 hours from the term after your child turns 3.

If you are not eligible for funding, Nursery care is still available at a cost of £5.00 per hour and £3 for lunch. The sessions run from 9.00am to 12.00pm and 1.00pm to 3.00pm with lunch from 12.00pm until 1.00pm.

We are now delighted to offer Government-funded 15 hours of Nursery provision from the day your child turns 3 years old (for those with an eligible code). This would be a great opportunity

to introduce your child to our Nursery earlier than the usual intake dates. If you are not eligible for the 15 hours code Nursery care is still available at a cost of £5.00 per hour, and £3 for lunch. Those using 15 hours codes, can also 'top-up' or extend care at the same rate. The minimum attendance is 3 mornings per week (9 hours) up to a maximum of 30 hours per week (5 full days). We would require 1 weeks' notice of your requirements.

For more information on admissions, see below:

<https://seatonacademy.co.uk/about-us/admissions#tab-32843>

14. Transitions

We ensure that transitions into Nursery and Reception are supportive. During the first weeks, children have an opportunity to get to know their teachers, their fellow pupils and begin to learn new routines and expectations.

Prior to starting, all children and parents/carers are invited to a 'Stay and Play' session to support their transition and visit their classroom. This provides opportunity to meet the EYFS staff and other children.

In addition, to aid transition from other settings, staff will collaborate with other nurseries and pre-schools to complete handovers.

At the end of your child's time in Nursery or Reception, staff will support your child to prepare for the next stage in their educational journey. We ensure that children are prepared through move-up sessions, classroom visits and time spend with their new teacher. We recognise that some children may need additional transition and will work with those individuals and families to facilitate this.

15. Safeguarding

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

The designated safeguarding lead (DSL)

The DSL (Mr Barton) has lead responsibility for safeguarding children. He is also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

16. Health and Safety

Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

For children aged three or over:

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

For Reception classes:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. *We will also keep this information up to date and share it with all staff.*
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by delivering Smile4Life and talking to the children about:

- Encouraging healthy eating and drinking
- Encouraging regular toothbrushing
- Encouraging the promotion of a healthy lifestyle
- Visiting the dentist regularly

As part of the Department for Education (2025) (and dentist guidance), water and milk are the only safe drinks to give children in regard to their oral health. Fruit juices and smoothies should not form part of a young child's daily diet. For this reason, we promote that children drink water in a clear, re-usable water bottle. Milk and water is provided to the children at lunch times.

Toileting and privacy

At Seaton Academy, we encourage all children to start school without nappies, but appreciate that some children still need support with this. Acknowledgement is made that young children often will have 'accidents' and, as a result, we encourage parents/carers to send their child some spare clothes/underwear into school. We do have stocks of spare clothes and change children according to our intimate care procedures.

Intimate Care Plans are put in place in partnership with parents and carers for those children who continue to need changed.

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs. There will be 2 adults present during intimate care changes.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found here

<https://seatonacademy.co.uk/safeguarding>

17. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead annually.

At every review, the policy will be shared with the governing board.