

Early Years Policy

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Yarm Primary children may join our Early Years setting as soon as a place is available after they have turned three years old. Children are able to join our Reception class in the academic year after they have turned four.

Aims of the EYFS

Early childhood is the foundation on which children build the rest of their lives. At Yarm Primary we value the importance that Early Years education plays in laying secure foundations for future learning and development.

The Early Years Foundation Stage (EYFS) is the statutory framework, which sets standards that all early years providers must meet to ensure that children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All children within the Nursery and Reception classes at Yarm Primary work within this framework.

The Early Years Foundation Stage Framework

Teaching in the Early Years setting at Yarm Primary is delivered in accordance with the government's statutory document 'Statutory Framework for the Early Years Foundation Stage' (September 2014). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

1. A Unique Child

All children begin school with a wide range of experiences and learning and is the role of the adults working in the Early Years to build upon that prior learning experience. This is done to through a holistic approach to learning ensuring that parents/guardians and the Early Years team work effectively together to support the learning and development of the children within the setting.

We recognize that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children develop in individual ways, at varying rates and join us on their own learning path. All children are included and valued equally.

Settling in and Transition

Welcome to Nursery meetings are held on an annual basis, where parents with children who are due to start Nursery, are able to meet the Early Years Team, visit the Nursery environment and find out key messages. Parents are also invited into school just before their child is about to start Nursery to have

a meeting with a member of the Early Years team on a 1:1 basis. During this meeting the 'Getting to Know You Booklets, completed by parents and children, are shared with staff, along with discussions with parents, staff are able to gain information around the children's needs, interests and routines.

'Settling In' sessions are offered for children to get to know the Nursery Staff, explore the new environment and meet other children.

The transition for pupils beginning Reception is carefully planned both for pupils moving up from our Nursery as well as those joining us from other settings. Children are invited to 'Meet the Teacher' where they are able to explore the new environment and meet the other children. Children and parents are also invited to have a school dinner together before they start school.

The children take part in enhanced transition as they move into Year 1, along with the rest of the school. This involves children spending at least the last week of the Summer term in their new Year 1 class.

Inclusion in the Early Years

All children and their families are valued at Yarm Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their full potential and planning is in response to the observed needs of all groups and abilities.

Assessments take into account contributions from a wide range of perspectives to ensure that any child with potential special education needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are discussed with parents/carers at an early stage and further support can be accessed through the school SENCO where appropriate.

In the Early Years we set realistic and challenging expectations that meet the needs of our children so that they make good progress from their starting points. We achieve this by planning to meet the needs of all pupils including boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. In order to accommodate the individual's particular learning style, provision will be planned wherever possible in multi-sensory ways.

We aim to meet the needs of all of our children by;

- Planning opportunities that build upon and extend children's knowledge, experiences and interests, and develop their self-esteem and confidence;
- Using teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;

- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary

Pupil Premium

We ensure that we quickly identify children who are entitled to both Pupil Premium and Early Years Pupil Premium. Through baseline assessment we ascertain in which areas children are attaining and how we can further support through resources, expertise or intervention. Progress is rigorously monitored.

Safeguarding and Welfare

'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.'

Statutory Framework for Early Years Foundation Stage 2014

At Yarm Primary School all children have the right to feel and be safe. The safety of our children is paramount. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of the children.

Within the Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

At Yarm Primary we work collaboratively to:

- Promote the welfare and safeguarding of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children are suitable to do so
- Ensure that the premises, furniture and equipment are safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
-

Entry and Exit Procedures

- Children in Nursery enter school via the Nursery entrance where they are let into school by a member of staff and are marked off on a paper register. The door is locked at all times. Parents/carers collect their child via the same door.
- Children in Reception enter school via the Reception door. The door is opened by a member of staff at 8:55 am and is manned by staff until it

is closed. As children leave school they indicate to their class teacher who is collecting them.

2. Positive Relationships

At Yarm Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families.

Parents as Partners

We recognise that parents and 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 encourage parents through:

- Providing drop in sessions where the teacher, parents/carers and child can meet before they start Nursery
- Inviting parents into school for parents' evenings; this is provided as a drop in session for Nursery parents with more formal sessions being held during the Reception year. Parents also receive a report on their child's attainment and progress at the end of Reception.
- Inviting all parents/carers to an induction meeting during the term before their child starts Reception
- Providing 'meet the teacher' sessions for all pupils before they start Reception which included a school lunch with parents
- Arranging for children to have a staggered start to Nursery so that the teacher can welcome each child individually
- Providing parents/carers and opportunity to celebrate their child's learning and development by completing 'I can camel' stickers to share learning which has happened at home
- By providing a quiet and confidential area where parents/carers are able to discuss any concerns between children, the school and parents/carers; Encouraging parents/carers to attend workshops around the curriculum and supporting at home.
- Sharing curriculum letters, at the beginning of each term, which covers aspects that we will teach during that term, offering a range of activities that support the involvement of parents/carers.
- Regular updates through the class pages on our school blog

3. Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to provide development within all areas.

Within Nursery and Reception there are a number of opportunities throughout the day where the children are able to access a range of self-directed challenges alongside structured adult led learning experiences. We recognise the importance of open ended experiences to promote purposeful and challenging play. Practitioners observe and extend this play as appropriate,

use inspiring language to promote Sustained Shared Thinking. They further use these observations to enhance provision and extend individual learning.

4. Learning and Development

We recognise that children develop and learn in different ways and at different rates. At Yarm Primary School we understand that young children achieve well when learning is engaging and well matched to their interests and previous learning. Learning is often play based with increasing challenge and expectations as a child develops.

Curriculum

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The Prime Areas are essential for fostering early learning skills and are promoted heavily through our planning and provision. Successful mastery of these skills supports children to achieve well in Specific Areas of Learning.

Additionally there are four specific areas of learning:

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

The areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others, as all areas of learning are closely interlinked. All areas of learning are given equal weighting and value.

Our Curriculum offers promote a wide ranging curriculum which are based on broad themes which are flexible to respond to observed needs and current interests.

Our medium-term planning identifies intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels.

Across all of these are we promote Characteristics of Effective Learning where children develop their abilities to play and explore, take an active role in their learning and think creatively.

Assessment

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support"

Statutory Framework for Early Years Foundation Stage 2014

The Development Matters Bands and Early Learning Goals provide the basis for assessment throughout the Foundation Stage. Children are quickly assessed at their entry point to the Foundation Stage to establish a baseline. This information is inputted into a Judging Attainment on Entry Grid which

provides data for each cohort. Progress is monitored and tracked consistently through an electronic tracking system. Practitioners make regular assessments of children's learning using 2build a profile. These observations are key to the assessment and planning cycle.

Home Learning

At Yarm Primary we understand the impact of high quality liaison between home and school and strive to ensure that our pupils are keen to learn at every opportunity. For this reason, we believe that the extension of learning out of the classroom, including the provision of home learning, is a vital addition to a child's learning.

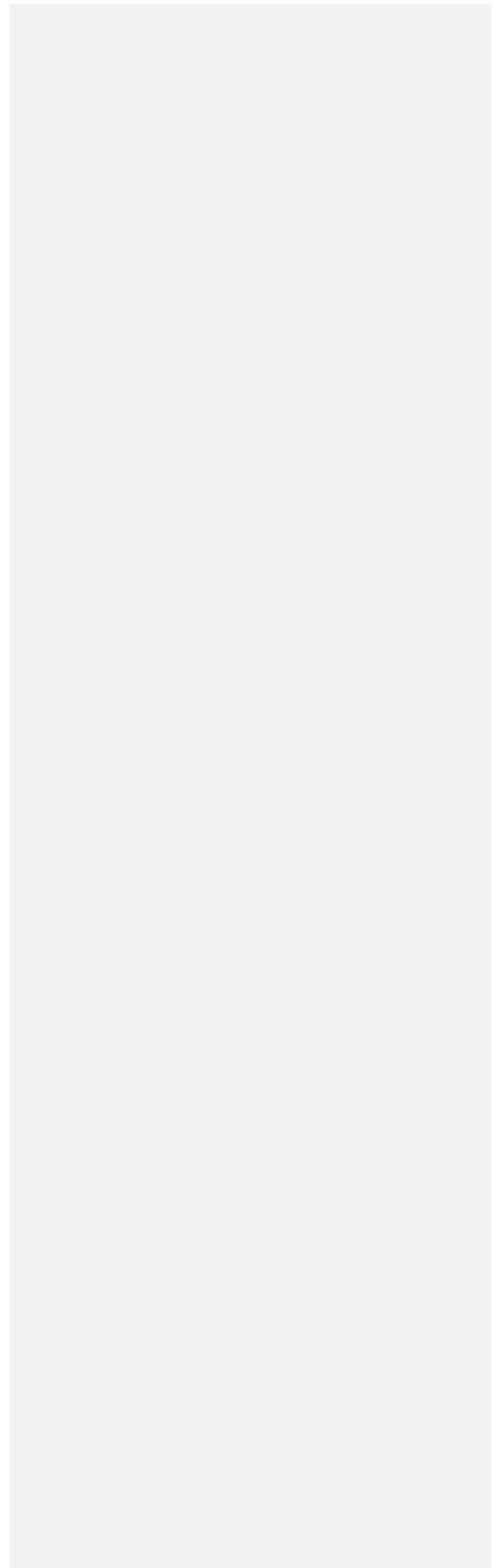
Learning experiences at home are offered on our curriculum letters, alongside an outline of what the children have will be learning about. Phonics books are sent out as appropriate. Reading books are sent home as the children enter Reception. Regular reading is encouraged at home and this should be recorded in the children's reading records. Parents are encouraged to share their achievements from home at school using the 'I can camel' stickers.

Appendix 1

Sharing Information between Early Years Setting

Appendix 2

Policy and Practice Guidance to foster safer working practices for Intimate/Personal Care and Dignity for the child or young person requiring adult support



Sharing Information between Early Years Setting

'Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.'

Statutory Framework for Early Years Foundation Stage 2014

At Yarm Primary we recognise that some pupils will attend more than one Early Years setting throughout the course of a day or school week. We value the importance of effective communication between settings to ensure the needs of all pupils are met and to ensure continuity in learning. We are committed to working in partnership with others and take a lead role in establishing effective working relationships with these settings.

As a school we work in partnership with Woodlands Playgroup who are located on our school site, to offer a provision for pupils who are entitled to the 30 hours funding. We meet regularly to discuss pupils learning and to share and moderate our judgments towards the Early Years Profile.

Protocol for Sharing Information

- Identify children who attend another setting (letter sent with induction pack and reminder on curriculum letters)
- Send consent form to parents to complete (see below)
- Settings to complete Pupil Profile
- Commence communication record between school and setting



Information Sharing between Providers

At Yarm Primary we recognise that some pupils will attend more than one Early Years setting e.g. Woodlands Playgroup, Day Nursery or Child Minders, throughout the course of a day or school week. We value the importance of effective communication between settings to ensure the needs of all pupils are met and to ensure continuity in learning.

To support this process we will, at times, need to share appropriate information such as assessment information. The aim of this exchange is to ensure that all providers can carry out continuity of care for your child from one provider to another. By signing the consent below we will take this as your authority to share appropriate information.

Authority to Disclose Appropriate Information

I give permission to share appropriate information between Yarm Primary and other settings.

Name of Child:

Other Settings Attended:

Name of Parent/Guardian:

Date:

Policy and Practice Guidance to foster safer working practices for Intimate/Personal Care and Dignity for the child or young person requiring adult support

It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

(Taken from A Summary of the rights under the Convention on the Rights of the Child)

Purpose of the guidance

This guidance refers to all children, of any age, who may require support for intimate/personal care from an adult on a daily basis and those who may require it occasionally or exceptionally.

As with all developmental milestones, there is a wide variation in the time at which children and young people develop and intimate/personal care may need to be provided at any stage.

Staff who work with children and young people or those with special needs will realise that the issue of intimate/personal care is a difficult one and will require staff to be respectful of children's needs. Intimate/personal care can be defined as care tasks of an intimate/personal nature, children and young people's dignity would need to be preserved and a high level of privacy, choice and control would need to be provided to them.

We at Yarm Primary, are committed to ensuring that all staff responsible for the intimate/personal care of children will undertake their duties in a professional manner at all times at the appropriate developmental level and degree of understanding. No child should be attended to in a way that causes distress or pain. This guidance is to help ensure good practice in this area.

Legislation

This policy and practice will support staff to overcome any challenges and be confident they are meeting the requirements of the Early Years Foundation Stage, Special Educational Needs and Disability Act (2001), the Disability Discrimination Act (1995), Equality Act (2010) and related legislation, SEND code of practice: 0 to 25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Supporting pupils at school with medical conditions guidance
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Education Health Care Plans 37 – 50.

The Equality Act (2010) states that the responsible body of a school must not discriminate against a person:

- (a) In the arrangements it makes for deciding who is offered admission as a pupil.
- (b) As to the terms on which it offers to admit the person as a pupil.
- (c) By not admitting the person as a pupil.

It is not acceptable to ask parents to come to change their child if a child has a recognised disability as this is a direct contravention of the Act. Also leaving any child soiled for any length of time is considered a safeguarding issue since it places the child at risk of significant harm.

Facilities

Current Department of Education recommendations for purpose built foundation stage units include an area for changing and showering children to meet and support the development needs of young children.

If a school does not fall within this category, a suitable place for changing children, including providing the necessary resources should be provided. The Department of Health recommends an extended cubicle with a wash basin be provided within the class toileting area. It recommended that:

1. Where possible children or young people are changed standing up
2. Less mobile children or young people, or children in the foundation stage, may prefer to be changed on a suitable changing mat on the floor whilst still ensuring the dignity of the child.
3. Dispose of nappies observing the appropriate procedures.

Safeguarding and Welfare Requirements

All staff working in schools and settings with this responsibility of carrying out intimate/personal care procedures have been recruited and selected robustly with appropriate levels of vetting checks necessary for their role. (regulated activity DBS). There is no legal requirement that a second member of staff must be available to supervise the intimate care process.

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

point 15 Intimate/Personal Care

However we strive to achieve Best Practice - guidance would be - 'staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken', especially in relation to our most vulnerable pupils with a SEND.

Management of Intimate/Personal Care Support in our School

Staffing

Teaching Assistants have been given working conditions at level 2 which means that there is some exposure to disagreeable, unpleasant environmental working conditions i.e. toileting as an inherent part of the job role.

Typically, it would be expected that this job be carried out by TAs and not by teachers – although in extreme urgent cases no adult looking after a child should refuse to change them.

Agreeing a Procedure for Support in your School/Setting

Specific issues around toileting should be discussed at a private meeting with the parent/carer prior to admission into school. The meeting will also provide an opportunity to involve other agencies as appropriate, such as a Health Visitor, School Nurse or Children's Centre Staff.

A home/school intimate/personal care support policy should be in place which makes clear the partnership with parents when children are coming to your school. Such an agreement helps to avoid misunderstandings and also helps parents/carers feel confident that the school will meet their children's needs. Appropriate paperwork is in place and the management of this is in the first instance a responsibility of the appropriate teacher.

Where appropriate, parents and school staff will also need to agree a personal intimate care plan and training programme. Should a child with complex intimate care needs be admitted, the child's medical practitioners will need to be closely involved and a separate more specialised individual intimate care plan may be required.

Students, work experience students, parents and volunteers **should never** be involved in intimate/personal care issues.

It is good practice if all parties clearly understand at the outset, what physical contact is necessary and appropriate in undertaking specific activities. Keeping parents/carers and pupils informed of the extent and nature of any physical contact may also prevent allegations of misconduct or abuse arising. (See Safeguarding/Whistle Blowing Policies).

Partnership Working

Best practice guidance includes school making reasonable adjustments to meet the child or young person's personal needs.

Schools are expected to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children or young people with any other delayed development e.g language. Children and young people should not be excluded from normal school activities because there may be intimate/personal care issues.

Good practice should be for schools to engage with all families, and staff should take care both verbally and in terms of their body language to ensure that the child or parents are never made to feel as if their individual needs cannot be met.

If there are a significant number of young children arriving at school who have not yet developed their intimate/personal care skills, staff are advised to contact the Health Visiting Team or Children's Centre in their area to discuss their concerns. Staff at Children's Centres are able to organise a course for parents relating to the intimate care concerns and the named school nurse can also sign-post to relevant services.

If children are entering primary school with intimate/personal care needs which have not been addressed staff are advised to contact the specialist community nursing service

This means that school/settings should:

- Have written care plans in place for any pupil who could be expected to require intimate care
- Ensure that pupils are actively consulted about their own care plan

This means that staff should:

- Adhere to the existing intimate and personal care and nappy changing policies
- Make other staff aware of the task being undertaken
- Always explain to the pupil what is happening before a care procedure begins
- Consult with colleagues where any variation from agreed procedure/care plan is necessary
- Record the justification for any variations to the agreed procedure/care plan and share this information with the pupil and their parents/carers
- Avoid any visually intrusive behaviour
- Where there are changing rooms announce their intention of entering
- Always consider the supervision needs of the pupils and only remain in the room where their needs require this.

This means that adults should not:

- Change or toilet in the presence or sight of pupils
- Shower with pupils
- Assist with intimate or personal care tasks which the pupil is able to undertake independently.

Supporting your child/young person with Intimate Care.



What additional information would help us meet your child's individual needs.

For example:

- what are the physical needs of the child/young person
- what are the emotional needs of the child/young person
- what are the preferred strategies for the child/young person?

School

Child's Name and DOB:

Arrangements to be made	In place Yes/ No	Notes

Date:

Signed by parent:

Name:



Deleted:

School/Setting Agreement to support staff involvement in Intimate Care

We aim to work closely with you and your child to ensure that they feel confident, secure and respected in our school/ setting.

Our Parents/ carers will help support us by:

- changing your child/young person at the latest possible time before coming to school
- provide spare nappies/ pull ups, wet wipes and sufficient changes of clothes
- wash and return any clothing provided by the school as soon as possible.
- a mutual agreement to the procedures to be followed during changing at school
- assist us by informing our staff if your child/young person has any marks/rashes
- encourage your child/young person's self help in intimate care procedures wherever possible.
- discuss any concerns regarding your child/young person intimate care progress with our staff

Our staff will support you by:

- changing your child/young person should s/he require it.
- inform you if your child/young person has any marks/rash and take further action as appropriate
- encourage your child/young person in their participation in their intimate care procedures wherever this is possible
- respect cultural practices through discussion with you, the parents/carer.

Parent/Carers Signature.....

Staff Signature.....

Data in the Early Years

Baseline

As children enter the setting a baseline is carried out using the Early Years profile. Evidence is gathered during the **first four weeks** of starting Nursery. Data is entered on to Classroom Monitor and judgements are made using the following criteria for all areas of learning.

Well Below	16-26 months secure or below
Below	22-36 months beginning or developing
Typical	22-36 months secure
Above	30-50 months beginning or above

The data is updated on to the 'Judging Attainment on Entry Grid' each half term which provides data for each cohort in the Nursery.

A baseline is also carried out as children enter the Reception using data from the profiles. The data is analysed for all areas of learning using the following criteria.

Well Below	30-50 beginning or below
Below	30-50 developing or secure
Typical	40-60 beginning
Above	40-60 developing or secure

Data

Observations are used to inform the profile using 2build a profile. Data is updated and collected each half term in line with the whole school schedule. The following guidance is used when making judgements for each strand:

Beginning	All aspects of the strand below and some of the current strand are highlighted.
Developing	At least half of the aspects within the strand have been highlighted.
Secure	All aspects of the strand are highlighted

As the children enter the 40-60 months band the following guidance is used to make judgments for each strand.

Beginning	All aspects of the strand below and some of the current strand are highlighted.
Developing	At least half of the aspects within the strand have been highlighted.
Secure	Nearly every aspect of the strand is highlighted
Expected	All aspects of the strand are highlighted
Exceeding	Children have achieved the exceeding statements and are working within the NC.

* Emerging will only be used for the final data submission for children who have not achieved the ELG for that strand.

Progress

It is expected that pupils will make **1 point progress** for each term that they are in N2.

In Reception it is expected that pupils will make **at least 4 points** progress across the year.