




ACADEMY EYFS POLICY

Document Control Table

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Document History

Date	Author	Note of Revisions
18/7/2017	RM/RK/EP	Complete Revision of Policy
6/7/2018	EP/RK	Added section on Birds Bush Primary School
18/5/2019	NF/RK	Added section on Stanley Road Primary School Updated Birds Bush Primary School cohort Added section on National Pilot for Reception Baseline Assessment Updated Transition from Reception to Y1 class
July 2021	NF/RK	Pg 2 Mesty Croft Academy added to introduction. Aims updated Pg 9 – Communication and language, PSE dev, literacy, maths and understanding the world updated. Pg 12 – Assessment at the start of Reception updated Pg 14 – ARE table updated. References to guidance updated throughout document to reflect latest guidance.

Introduction

The Early Years Foundation Stage applies to children from birth to the end of the Reception year.

At Perry Hall Primary School, Berrybrook Primary School and Forest Hills Primary School, children join us on a part-time basis in our Terrific for Two's provision aged two and our Nursery provision at the age of three.

At Dunstall Hill Primary School, Stanley Road Primary School, Woodthorne Primary School and Mesty Croft Primary School children commence Nursery on a part-time basis at age three.

At Birds Bush Primary School children join us in Reception class.

All our children at Perry Hall Academy Trust join the Reception classes in the year that they turn five years old.

School within PHMAT offer 30 hours provision in their Twos/Nursery classes dependent on the needs of the school.

In partnership with parent/carers we enable the children to begin their learning journey by providing the foundations they need to make the most of their abilities and talents as they grow up.

Aim

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

A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. 2.

The Early Years Foundation Stage (EYFS) sets the 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's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

(Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five - 31 March 2021 p5)

Overarching Principles

Four guiding principles shapes our practice at Perry Hall Academy Trust.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**

- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **importance of learning and development.** Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

(Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five - 31 March 2021 p5)

)parent/carers

The Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others. We use positive praise and encouragement, as well as celebration assemblies to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued in our schools.

Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all individuals and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational 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 always discussed with parents/carers at an early stage. Along with parents/carers,

relationships are developed with other professionals and outside agencies to further support identified children within our settings.

With support and partnership working together, we aim to narrow the attainment gap and improve outcomes for the children.

We meet the needs of all our children through:

- observing our children’s learning on a daily basis indoors and outdoors.
- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- the use of a wide range of teaching strategies based on children’s learning needs (see the Characteristics of Effective Teaching and Learning Early Years Foundation Stage Statutory Curriculum 2021)

- 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.
- monitoring children's progress and taking action to provide support as necessary.
- taking into account each child's starting point, using our learning wall/planning cycle to identify next steps for individuals.
- screening children's levels of well-being and involvement using the Leuven scales where necessary.

Positive Relationships

The Perry Hall Academy Trust recognises that children learn to be strong and independent from secure relationships.

We aim to develop caring, respectful, professional relationships with the children and their families.

Parent/carers as Partners

We recognise that parent/carers are a child's first and can be their most enduring educators. We value the contribution they make and recognise the role that parents/carers play, and their future role in educating their children. At Perry Hall Academy Trust we work hard to encourage parents and carers to contribute and play an active role in their child's learning and development.

Organisation of Induction and Transition

Transition meetings are held for parent/carers in June, July and September to share information of our School vision and aims, the Early Years Foundation Stage Curriculum, school routines eg. times for start and end of day and break times, school uniform requirements etc.

We invite children and parents/carers to 'Stay and Play' sessions in Two's provision, Nursery and Reception to support their transition.

Twos and Nursery

Days 1, 2 and 3 – Stay and Play for small groups of children with their parents/carers over the 3 days.

Day 4 – Half of the children in for their session (morning or afternoon)

Day 5– Other half of the children in for their session (morning or afternoon)

Day 6– All children to attend their sessions in full.

Reception

Day 1 – Stay and Play - children invited in small groups throughout the day with their parents/carers for a short session

Day 2 – Half the children in for the morning and Lunch

Day 3 - Other half of the children in for the morning and Lunch

Day 4 – All children in for the morning and lunch

Day 5 - All children start full days

(Times and days may vary dependent on the new cohorts needs at each individual school.)

Home Visits

We organise home visits for September prior to the children commencing all Early Years provision. These take place as follows:

- Twos provision - closes the last 3 days of summer term for home visits to take place
- Nursery – closes for the last week of summer term for home visits to take place.
- Reception – carries out their home visits during the first 2 days in the Autumn Term prior to the 5 transition days

We ask parents/carers to sign permission slips for visits out of school, photographs of their child for assessment purposes, using the internet and medical and dietary information. This includes photos to be used on school websites and newsletters for the duration of their time in school. If they would like to remove this permission the parent must formally inform the school.

We ensure parents/carers are aware of what the schools across the MAT offer. This is communicated through PowerPoint presentation and/or video shared at parent/carer meetings and on school websites. The information includes the following:

- An 'open door' policy to encourage parents/carers to talk to their child's teacher if there are concerns or questions.
- Parents/carers are invited to attend informal meetings providing information about other areas of the curriculum, e.g. early reading, maths and phonics.
- Formal meetings for parents/carers three times a year at which the teacher and the parent discuss the child's progress.
- Regular/on-going feedback to parents/carers, either verbally or written via homework/reading diaries.
- Parents/carers receive a report on their child's attainment, progress and characteristics of effective learning at the end of each school year.

- A range of activities throughout the year that encourages collaboration between child, school and parents/carers half termly play and stay sessions, topic related activities, class assemblies, sports day etc.
- Parents/carers to making a contribution to learning journeys through use of our 'Proud Clouds' or 'Wow' moments

Terrific for Two's Provision Funding

- Parents/carers and practitioners can make a referral for a place for their child to receive a Terrific for Two's place. The referral is made to 'Early Years Support online'.
- Parents/carers receive a response and if approved are issued with a childcare voucher number.
- Parents/carers take the voucher number to a childcare provider of their choice and following approval places are offered for September dependent upon places available

If the parent does not receive a voucher code the provision approves the place themselves, ensuring that the parents/carers meet the following criteria:

- in receipt of income support
- in receipt of income-related Employment and Support Allowance
- in receipt of income-based Jobseekers Allowance
- receive support through part 6 of the Immigration and Asylum Act (NASS)
- receive the guaranteed element of State Pension Credit

If parents/carers are working and:

- receive Child Tax credit (but not Working Tax Credit) and have an annual income of less than £16,190
- receive Working Tax Credits and have an annual income less than £16,190
- receive Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- is a Looked after two-year-old child (or child that has been in Local Authority care for one day or more)
- is an adopted two-year-old child (from Local Authority Care)
- receive Disability Living Allowance
- care for a two-year-old child that has left the care of the Local Authority through a Special Guardianship or Child Arrangement Order or an Adoption Order
- care for a two-year-old child with a Statement of Special Needs or an Education, Health and Care Plan

Enabling Environments

We aim to create a stimulating learning environment where children feel confident and secure and challenged.

The children have daily access to an indoor and outdoor environment which is set up in learning spaces of continuous provision for all seven areas of learning.

Effective learning builds and extends upon prior learning and follows children's interests.

Effective planning is informed by observations of the children to ensure that their current interests and experiences, ages and stages and abilities are met.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff.

Practitioners will enhance play and extend as needed to further develop individual learning.

The long, medium and short term planning is displayed on Learning Walls within each of the Early Years classrooms.

The Learning Walls are used on a daily basis to 'add' observations of children's learning and 'next steps' in planning.

This informs the planning of the learning environment indoors and outdoors which is differentiated to meet the differing abilities of the children.

Learning and Development

All staff working with the children plan as a team using the Statutory Early Years Foundation Stage Curriculum and the non-statutory guidance in Development Matters. Teachers and Early Years Support staff provide the curriculum for all of our Early Years children from two to five years' old.

Practitioners working with our youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the four specific areas.

The three **Prime areas** reflect the key skills and capacities all our children need to develop and learn effectively and become ready for school.

The balance moves towards a more equal focus on all seven areas of learning as the children grow in confidence and ability within the three prime areas

Each area of learning and development is implemented through planned purposeful play and through a mix of adult led and child initiated activities.

There is an ongoing judgement made by practitioners about the balance between activities led by the children and activities led or guided by the adults.

The Early Years team respond to the children's needs and interests, guiding and developing them through warm positive interactions.

As the children grow older and their development allows, the balance moves towards more activities led by the adults to help the children prepare for more formal learning, ready for Year 1.

There are seven areas of learning and development that shape the educational programme at Perry Hall Academy Trust. 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 Prime areas are:

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

We must 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
- Expressive Arts and Design

Educational programmes must involve activities and experiences for children, as follows:

- **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, story-telling 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
- **Physical development** - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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

- **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.
- **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).
- **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.
- **Understanding 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.

- **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.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Early Learning Goals

The level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the **Early Learning Goals** in all seven areas of learning.

Our assessment plays an important part in helping parent, carers, and practitioners to recognise children's progress, understand their needs and plan activities and support.

Ongoing assessment is an integral part of our learning and development process.

Our practitioners observe the children to understand their level of achievement, interests and learning styles and then shape the learning experiences for each child reflecting the observations carried out.

When interacting with the children practitioners respond to their own daily observations about the children's progress and observations that the parents and carers share.

Children's 'Magic Moments' books include key observations and photographs in learning and are shared with parents and carers to inform them of the children's achievements and progress during their time in the Early Years

The Early Years staff in the Two's Provision and Nursery Class record the children's Starting Points observations within the first two weeks of attendance.

The assessments of the children are based on the observations carried out by all staff and are linked to the stages of development in the Curriculum Development Matters document..

Staff discuss their observations of all the children and record an 'on entry' judgement to the Capturing the Journey Profile.

The date and chronological age of the child is recorded underneath the statement.

Assessment at the start of Reception

Children commencing full time education in Reception take part in the National Reception Baseline Assessment during the first two weeks of attendance.. This will be short assessment (approximately 20 minutes), that is interactive and practical, covering early mathematics and literacy, communication and language. It will use age-appropriate resources that children can handle and manipulate. The assessment will reflect familiar foundation-stage practice and encourage positive interaction between the teacher/teaching assistant and the pupil. There will be no need for children to prepare for the baseline assessment, either in a pre-school setting, or at home, and in most cases pupils should not be aware that they are being assessed. This assessment will run alongside our usual good practise of staff meeting with their Nursery colleagues to discuss each individual child and carrying out in-house moderation of the children's learning journeys, to agree the judgements made of the children's starting points.

Assessment at the end of Reception

In the final term of the year when our children reach the age of five staff complete an Early Years Profile for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of each child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals. Practitioners indicate whether the children are meeting the typical expected levels of development, or if they have not yet reached the typical expected level of development

At Perry Hall MAT, our Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Two-Year-Old Integrated Assessment

The Royal Wolverhampton Trust and Wolverhampton City Council are committed to improving the services provided for families and children in Wolverhampton. Since September 2015 they have been piloting the integration of the Two Year Screening Assessment along with the development assessment completed by our Two-Year-Old Provision at Berrybrook Primary, Perry Hall Primary and all schools that provide care and education for Terrific for Two's children in the city.

Staffordshire County Council schools are supported by Entrust to complete Two Year Screening Assessments.

Age two is a period of rapid growth, learning and development, and is a crucial time when a child's need for additional support becomes clear.

By bringing together the existing health reviews and the early education review; more commonly known as the **Two Year Progress Check** specific needs will be identified early and intervention provided for those children who need support, at an age where intervention can be more effective.

The Two-Year-old provision must firstly gain written consent from parent/carer to share information with the integrated lead and the Health Visiting Service.

The provision notifies the intergrated lead of the Terrific for Two's children on a data form to be notified if there are any changes i.e. change of address.

The first part of the integrated assessment is completed by the family's Health Visitor using the Ages and Stages questionnaires (ASQ-3 and ASQ:SE) looking at the child's communication, gross motor, fine motor, problem solving and personal-social skills.

These reviews are evidence based and carried out by a Health Visitor in consultation with parents/carers. These reviews should be completed by the time the child is 28 months of age.

The second; is the early education review which is called the **Two Year Progress Check**. This is carried out within six weeks of the child starting the provision and is completed by the child's Key Person.

The Starting points observations which the key person carries out within the first six weeks is used to inform the **Two Year Progress Check** This check became mandatory in 2012 and focuses on aspects of development found within the three Prime areas of learning;

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

This information is shared with parents/carers.

When the child is 30 months old each provision must carry out and complete **the Early Years Single Assessment** through observation and assessment and in consultation with the child and their parents/carers.

Staff record the children's' achievements in the three Prime areas stating which developmental stage the child is secure in.

A copy of the Early Years Single Assessment must be handed to the parents / carers, the lead for the integrated check and a copy shared at the point of transition e.g. to Nursery in school.

The Age Related expectations:

This is a table demonstrating age related expectations of pupils within the early years phase:

	Baseline	End of Term 1	End of Term 2	End of Term 3	End of Term 4	End of Term 5
Terrific for Twos (-3)	0-3DD	0-3D	0-3D	0-3S		

Nursery (- 2) 5 terms	3-4E	3-4D	3-4D	3-4D	3-4D/S	3-4S
Nursery (- 1) 3 terms	30-50E 3-4E	30-50D 3-4D	30-50D 3-4D	30-50S 3-4S		
Reception – (0)	Reception E	Reception D	Reception S	ELG		

The Safeguarding and Welfare Requirements

At our schools we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. See safeguarding Policy July 2021

It is important to us that all children in our school are 'safe'. We aim to provide a high quality setting which is welcoming safe and stimulating where children are able to enjoy learning and grow in confidence.

'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 March 2021 Section 3. 3.1 page 21)

We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, including the oral 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 or who have unsupervised access to them 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.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Suitable people who work in EYFS

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.

For further guidelines please refer to Academy Safeguarding Policy - 21. Safer recruitment

Staff members who live in the same household as another person who is disqualified, or live in the same household which employs a disqualified person, are asked to inform senior leaders to allow assessment of the situation and if appropriate, obtain a 'waiver' from Ofsted (Section 3 – the safeguarding and welfare requirement point 3.15).

All new members of staff attend an induction meeting shortly after their appointment, during which they are given the MAT policies and given dedicated time to read through these. Following this, a record of this meeting is signed and dated.

For further guidelines please refer to Academy Safeguarding Policy

Staff taking medication/other substances

If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.

Staff medication on the premises will be stored securely and kept out of reach of the children at all times.

If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Key Person

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively and taking time to listen.

Where there is Two's provision, each member of staff is a Key Person for individual children.

At our schools, the Early Years Foundation Stage staff act as 'Family group leaders' All our children are in a 'Family group'.

During family group times children will have the opportunity to; speak and listen, review and reflect and continue to build positive relationships and develop their PSED skills. Class teachers will ultimately act as every child's key person.

Staff/Child Ratios

Following the guidelines stated within the Statutory Framework for the Early Years Foundation Stage – Setting the standards for learning, development and care for the children from birth to five (Current legislation published 31 March 2021 Effective 1 September 2021 onwards)

All schools within the PHMAT meets the statutory guidelines regarding staffing ratio for Early Years Providers (other than childminders) as detailed in section 3 -The Safeguarding and Welfare Requirements Statements 3.32 though to 3.40.

Administering and storing medicines for children

The regulations regarding medications coming into school and their storage are outlined in the Academy Medical Needs Policy.

In early years, all staff receive necessary technical training to support the administration of medicines requiring medical or technical knowledge. This includes every member of the team receiving annual asthma and Epi-pen training.

Records of administration of medicines will be kept by the school office as per Appendix 10 of the Academy Health and Safety Policy.

Children who are sick or infectious

If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the office call the parents/carers and ask them to collect the child, or to send a known carer to collect the child on their behalf.

After diarrhoea or sickness, we ask parents/carers keep children home for 48 hours following the last episode.

Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents/carers to keep them at home for 48 hours before returning to the setting (as per Public Health Agency: Guidance on infection control in schools and other childcare settings).

On identifying cases of head lice, we inform all parents/carers ask them to treat their child and all the family if they are found to have head lice.

Food and drink ie snack café

- We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.
 - Food is stored correctly and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
 - Food preparation areas are cleaned before and after use.
 - There are separate facilities for hand-washing and for washing-up.
 - All surfaces are clean and non-porous.
 - Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand-washing and simple hygiene rules;
 - are kept away from hot surfaces and hot water;
 - do not have unsupervised access to electrical equipment, such as blenders etc.

Recording of accidents

Following the MAT guidelines and procedures; as laid out in appendix 1 (page 10) of the 'Academy Health and Safety Policy & Procedures'. Every classroom has duplicate incident forms available which are completed by the member of staff supporting the child and administering first aid. These are signed and dated by the member of staff. The carbon copy is stored and retained within a central location (the school's main office). If the child has had a head injury; the office receive the slip immediately and contact is made with the parents/carers by text message to inform them of the incident. The original slip is given to parents/carers; upon collection. These records are logged upon Scholarpack attached to individual children. The records will then be scanned and retained digitally. These records of incidents are reviewed; when a concern is raised regarding potential patterns of harm or abuse. In the same manner, a child arriving in school with a noticeable

mark or injury; the staff will acknowledge the concern and record this on an incident log. These concerns are then passed onto DSL who then speak to the child to ascertain the correct course of action. Again a signed and dated record of the conversation is recorded and retained; providing the opportunity to track or link ongoing injuries if necessary.

Some schools have introduced CPOMs where everything is recorded electronically. For further details see the Academy Safeguarding policy.

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

Behaviour management

***For further guidelines please refer to Academy Behaviour Policy.
Health and Safety - refer to Academy policy***

Risk assessment

We seek to ensure that no employee, student, visitor, contractor or other person is exposed to an unacceptably high level of risk from any of the property, equipment, processes or activities undertaken, for which the school has a legal responsibility as outlined in the Academy Health and Safety policy - Appendix 22.

Online safety

For further guidance please see EYFS Pupil Acceptable Use Policy.

Animals in the setting

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Animals in the setting as pets:

- We take account of the views of parents/carers and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have regarding any animals or creatures.
- We carry out a risk assessment which takes account of any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- The staff take responsibility for the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner. The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Staff personal safety including Home Visits

Where staff members conduct home visits, the following health and safety considerations apply:

- Prior to a home visit the teacher conducts a risk assessment that is specific to the visits being undertaken.
- Members of staff always do home visits in at least pairs – usually the teacher and one other member of staff
- Once staff arrive at the address they must inform the agreed contact person they have arrived and again when they leave.
- Each home visit is recorded on a central document which details the name and address of the family being visited, and timings for the daily visit prior to the visit taking place. A copy of this document is retained by the school office.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.

- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- All members of staff carry a mobile phone when going out on a home visit.
- If staff do not return from the home visit at the designated time or contacts the designated person they have completed one visit and are going to the next the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person will escalate the situation.
- Staff identify an emergency word/phrase, which is made known to both staff on the visit setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert the other member of staff and attempt to remove themselves from the situation. The staff on the home visit will inform their SLT of the situation and a decision will be made as to the appropriate next steps. (for example; the involvement of other services- the police etc...)

Missing Child- please refer to the Academy's Missing Child Policy

Attendance – please refer to the Academy Attendance policy

Equal Opportunities – please refer to Academy policy

Transition

Please refer to Appendix 4 for alternative Transition arrangements during COVID.

During the term prior to a child's entry into the Early Years provision at Perry Hall Academy Trust the following procedures have been put into place to ensure successful transition:

- Parents/carers are invited to a meeting to ensure they know about school procedures and to express any concerns they may have about their child starting school. Individual meetings with the class teacher can be arranged if appropriate at this time.
- The children are invited to a number of visits throughout the summer term to their Early Years classes. During the final half of the summer term the 'new' children are invited into school for a morning with parent/carers.

Two's Provision

When/if a child is allocated a place, home visits are organised and admission forms completed prior to their start for admission.

The child's start date is provided and they have an organised induction period which is tailored to meet the needs of that child.

New Starters to the Nursery Provision and beyond

- Staff must endeavour to ensure that children new to the Nursery can visit the setting with parents/carers on allocated days and times in the final half of the term prior to their start date.
- A staff member from school must ascertain whether the new starter has attended a previous setting and record the name of the setting.
- After the sharing of this information, staff must ensure they contact the child's previous setting to discuss children's achievements and request records of children's progress to support in identifying children's starting points at Perry Hall Academy Trust. If time allows, the staff should endeavour to visit the child within the setting.

Nursery to Reception

- The Nursery class children access the Reception learning environment indoors and outdoors to integrate with Reception class children and participate in continuous provision (integration days)
- Nursery staff talk to the children during summer term two to discuss transition with them.
- Reception class teachers spend time with children during the morning and afternoon sessions in the Nursery environment. (Nursery staff are not present during this time).
- At the end of the summer term the children are collected from the Nursery by their 'new' Reception teacher and classroom assistant and taken to their new Reception classes to listen to a story.

Reception Class to Key Stage 1

- During Summer 2, the Year 1 class teachers visit the Reception children within their own provision sharing learning opportunities. This is followed by the Reception children going into the Year 1 to spend time with their new teachers accompanied by Reception Classroom Assistants.
- During July Reception and Year 1 teachers meet to discuss children's Early Years Profile assessments and the Wow moment books to enable Year 1 staff to plan a suitable curriculum and learning environment in the Autumn term. To support this further, Year 1 teachers are provided a copy of each child's profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- All children in each Early Years class create a piece of art work to take to their 'new' class for the start of the next academic term as part of the transition process.

(Transition routines may vary across schools, according to the class sizes and the needs of the children and their parents/carers)

Children in Care

The staff are committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

All schools within Perry Hall Academy Trust place emphasis on promoting a children's right to be strong, resilient and listened to. The policy and practice guidelines for Perry Hall Academy Trust schools with regard to looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

For further guidelines please refer to Academy Safeguarding Policy.

Nappy changing/incontinence

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We will work with parents/carers towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

For further guidance please see ACADEMY INTIMATE CARE POLICY



Appendix 1

INDOOR DAILY RISK ASSESSMENT CHECKLIST

Name of School setting e.g. PERRY HALL NURSERY

Place
School
Logo here

Week commencing _____ (Yes is the expected outcome).
 It is important to make notes on every room/area that is used by children, staff, parent/carers and others, to be completed every day.
 All hazards to be removed or further Risk Assessment pro forma to be complete where appropriate.

Item	Monday		Tuesday		Wednesday		Thursday		Friday		Comments
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Indoor environment											
Cloakroom/Fire door.											
Toilets – Toilet roll, paper towels, soap.											
Plugs/ sockets/ cables covered & safe.											
Mop & Bucket near water area.											
Dustpan & Brush by sand tray.											
Cups & jugs for water washed.											
Tables/ chairs clean.											
Fresh water in the water tray.											
Inhalers stocked and in date.											
Setting fit for purpose: (please initial)											

Any other notes/actions



Appendix 2

OUTDOOR DAILY RISK ASSESSMENT CHECKLIST

Name of Schoolsetting eg PERRY HALL NURSERY

Place
School
Logo here

Week commencing _____ (Yes is the expected outcome).

It is important to make notes on every room/area that is used by children, staff, parent/carers and others, to be completed every day.

All hazards to be removed or further Risk Assessment pro forma to be complete where appropriate.

Item	Monday		Tuesday		Wednesday		Thursday		Friday		Comments
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Outdoor environment											
Is the fencing safe and secure and gate locked?											
Is the area free of animal faeces?											
Ice or water to be noted and areas sealed off if need be.											
Playground checked for any damage or objects laying on the floor in the wrong place.											
Sand area to be checked for foreign objects											
Outdoor equipment is checked and in good working order?											
Mud kitchen area checked for foreign bodies.											

Any other hazard identified?						
Setting fit for purpose: (please initial)						

Any other notes/actions



Ofsted **Parent View**

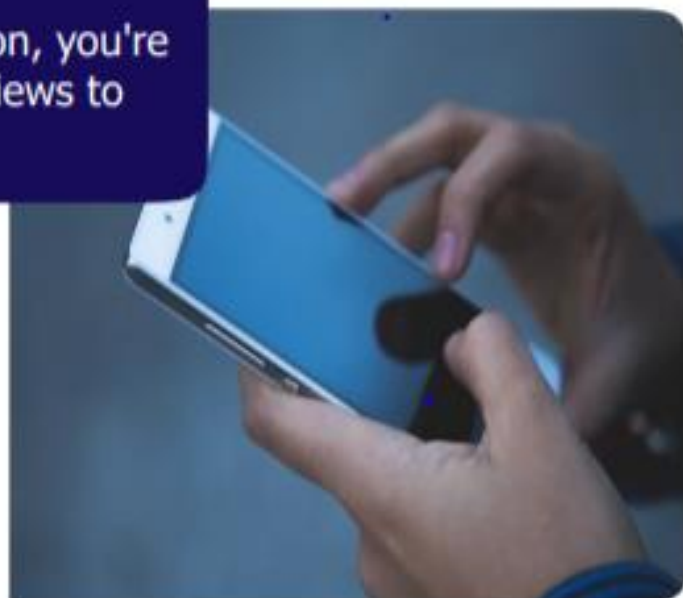
Are you a parent?

Have you heard of Ofsted Parent View?

Ofsted Parent View is an online questionnaire for you to give your views about your child's school.

You can fill it in at any time of the year.

During an Ofsted inspection, you're also invited to give your views to inspectors using it.



<http://parentview.ofsted.gov.uk>

Appendix 4

Home Visits and Transition **COVID Guidelines 2021**

AT PHMAT we organise home visits for September prior to the children commencing all Early Years provisions. However due to Covid restrictions, this year we will be the inviting parents into the school settings in order to carry out all home visit activities as outlined below:

- Twos provision - play and stay sessions to be held in small groups of up to five children, accompanied by parents during summer and autumn terms.
- Nursery – play and stay sessions to be held in small groups of up to five children, accompanied by parents during summer and autumn terms.
- Reception – play and stay sessions to be held in small groups of up to ten children, accompanied by parents during summer and autumn terms.

During these visits, we will endeavour to follow guidelines and keep ‘bubbles’ apart as much as is possible.