



GANF

Early Years Policy 2022/2023

Date policy last updated on: **January 2023**

Next review date: **September 2023**

Signed by:

Headteacher

Date:

Chair of governors

Date:

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Statement of intent

At GANF, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'

This policy operates in conjunction with the following school policies:

- Assessment, Recording and Reporting Policy
- Positive Handling Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Policy
- Intimate Care Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy (CIT)
- Drug and Alcohol Policy – Statement in Staff Handbook (CIT)
- Food Allergies Policy
- Equal Opportunities Policy

- Health and Safety Policy – Including Administering Medication
- Safer Recruitment Policy (CIT)
- Data Protection Policy (CIT)
- Photography and Social Media Policy (CIT)
- Mobile device policy (CIT)
- Complaints Procedures Policy (CIT)

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography and Social Media Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the headteacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we aim to:

- To provide a happy, safe and stimulating environment which provides challenge and promotes positive attitude to learning.
- To provide a broad, balanced and relevant curriculum which also enables each child to develop socially, physically, intellectually and emotionally.
- To encourage children to develop their independence and learn life skills within a secure and friendly atmosphere.
- To ensure motivating learning experiences are provided which meet each individual child's specific additional needs.
- To develop relationships with parents and carers, and other agencies to build strong partnerships in supporting children's learning and development, ensuring they reach their full potential.

Four guiding principles shape our practice:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a broad and balanced curriculum which takes children's individual needs and different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging, valuable and personalised learning experiences which are informed by observation and assessment.
- Ensures pupils develop meaningful relationships with staff and peers.
- Provides a safe and secure learning environment.

4. Learning and development

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – Prime and Specific; however, all the sections are interconnected and important.

The 'Prime' areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'Specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical patterns

- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

At GANF we also focus on independence with life and health-care skills (including oral health).

Activities are planned to reflect children's interests and individual needs in order to provide each child with a challenging and enjoyable experience. They regard the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Pupils at GANF need extra support with all aspects of the curriculum, especially within the Prime Areas. All pupils have EHCP targets which are centred around their communication, social and physical development and these form the basis of their curriculum.

Pupils within the EYFS are grouped into 2 pathways based on their individual needs.

Informal Curriculum:

The pupils accessing this curriculum will be assessed using PLIMs, MAPPs and the Engagement Model. The informal curriculum has a strong focus on overall pupil development. The curriculum takes a holistic approach with a focus on enabling positive interactive relationships with others, proactively exploring the world around them and gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest levels of independence possible.

Semi-Formal Curriculum:

The pupils accessing this curriculum will be assessed using PLIMs, MAPPs and the Engagement Model. The semi-formal curriculum has a strong focus on the whole child and on their personal development and targets. It takes a cross curricular approach, the teaching approach reflects the age and learning style of the pupils. The areas covered support pupils to make connections between key areas of development, ensuring the environment is stimulating with creative learning experiences.

Staff work alongside external professionals and parents to enable pupils to reach their full potential. Targets are reviewed regularly to ensure the curriculum and opportunities continue to meet the pupil's needs.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Further information regarding learning and development are set out in the school's Curriculum Policy

5. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

6. The learning environment and outdoor spaces

The Early Years environment is organised so that children can explore and learn in a safe and controlled space.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are hygienic changing and toilet facilities available to the EYFS which also contain a supply of towels, spare clothes and other personal care items.

7. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any additional learning and development needs in partnership with parents.

Assessments are ongoing and formative, they are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child. Observations are shared with parents through journeys, parent evenings and end of year reports.

Pupils will undertake the statutory Reception Baseline Assessment (RBA) to provide entry information regarding their current level of development. This information will be submitted to the Local Authority (LA).

The EYFS profile is a statutory, summative assessment which reports on pupil progress towards the Early Learning Goals. This data is submitted to the Local Authority. It is completed in the final term of the year in which a child reaches age five. This information is then shared with parents and relevant staff members. Reasonable adjustments are made to the assessment process for children with SEND as appropriate.

8. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well.

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is **Lizzie Papworth**

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Further information regarding welfare of staff and children can be found within the Child Protection and Safeguarding Policy.

9. Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets. Please refer to the Mobile Device Policy. Photography policies and procedures are addressed in full in our Photography Policy.

Use of mobile phones by staff members

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored in a separate area.

As detailed in the CIT Mobile Device Policy; 'with permission, staff may take a personal phone out on a school activity, however, they must be turned off and not to be used unless there is an emergency.' Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff must report all concerns about parents, visitors

and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff are provided with a school device to ensure that only school devices are used to take photographs and videos. School devices must only be used for work related matters.

School devices must have passcode protection. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices must not be taken off school premises without prior permission from the headteacher.

Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Further information regarding photographs can be found in the Photographs and Social Media Policy

10. Health and safety

Staff and pupil safety is paramount, we are legally required to comply with welfare requirements:

- Whole school safeguarding policies and procedures are adhered to throughout both schools. The DSL ensures updated information is acquired and given to all staff through relevant training, in line with whole school CPD.
- Recruitment of suitable people is ensured through our whole school safer recruitment systems.
- Staff on both sites hold relevant paediatric first aid certificates
- Staff ratios are high to account for the young age of the pupils and their additional needs.
- Medication administered to pupils is recorded and signed for according to our Administering Medication Policy. All medication is kept locked away.
- Children are offered healthy snacks and meals during the school day. Some children bring in a packed lunch. Fresh drinking water is available at all times.
- Dietary and health requirements are recorded for individuals and displayed in classrooms and in the school kitchen.
- Accidents are recorded and reported to parents according to the whole school system.
- Behaviour management plans are completed for any pupils displaying challenging behaviours. These have a positive focus and are reviewed regularly.
- Health and safety legislation is adhered to according to our whole school policies including fire and emergency evacuation procedures.
- Premises are organised to meet the needs of the EYFS classes.
- Risk assessments for individual pupils are produced to identify and highlight any particular risks and how they can be managed.

- Risk assessments for outings are filled in every time the children are taken off site.
- Information and records are shared with parents on request and in Annual Review meetings for the EHCP, also at parent open mornings.
- Emergency contact details for parents and carers are held in line with the whole school policy.

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified. The headteacher will also notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drugs and Alcohol statement in the staff handbook.

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

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored.

12. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. The list of staff who hold PFA certificates can be found in the main office/ next to first aid kits.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Staff ratios are high to account for the young age of the pupils and account for their additional needs.

13. Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- The school's name, address and telephone number
 - The school's certificate of registration
 - The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
 - A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's teaching and support staff
- The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- Personalised support in place for each pupil
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to regular parent consultations and Annual Review meetings for their child's EHCP; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day or put notes in their child's home/ school diary.

Meeting rooms will be utilised for confidential discussions between staff and parents.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis/ communication passport about their child to help the school to understand their character and personality and needs.

15. Transition periods

Some pupils in the Early Years' classes will be EYFS aged, however, in some cases pupils may remain in these classes to support their personal learning needs. The following process is in place to ensure children's successful transition to their next class:

- Parents are contacted to ensure they know about school procedures, allocation of classes and to voice any concerns they may wish to express.
- Pupils often have transition periods in their new class in the summer term to allow an adjustment period before the summer holidays.
- Reception and KS1/2 staff will meet to discuss each child's development in order to support a smooth transition to their next class. The EYFS profile and other relevant information is shared during this meeting.

16. Monitoring and review

This policy is reviewed annually by the Governing Body, Headteacher and EYFS Lead.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is **September 2023**.