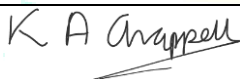




SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

EYFS Policy

APPROVED BY	
NAME:	Katie Chappell and Educational Standards Subcommittee
POSITION:	Headteacher
SIGNED:	
DATE:	Summer 2024
PROPOSED REVIEW DATE ² :	Summer 2025

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Statement of Intent

At Shap C of E School, we aim to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to provide a 'Safe Branch from which to Soar' regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents / carers to encourage independent, enthusiastic learners who thrive and reach their full potential. To ensure children make good progress at Shap C of E School, it is our intent to take into consideration pupil's individual needs and starting points as they begin their learning journey.

Every child has access to a broad, balanced and differentiated curriculum which prepares them for a secure foundation for future learning and development for the National Curriculum in Year One.

We ensure that children learn and develop well and are kept healthy and safe. We promote a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our EYFS curriculum aims to enable our children to be:

- Competent and creative learners - who are curious about the world around them
- Secure and confident: who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- Skilful communicators - who connect with others through language and play, ensuring they play in a vocabulary rich environment.
- Confident readers - all children will receive the teaching of early reading through systematic, synthetic phonics, learning to read words and simple sentences accurately by the end of Reception.

Implementation

At Shap CE we follow the Early Years Foundation stage framework and we support the four overriding principles:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experimental learning environment combined with focused teaching, to ensure children make good progress before moving onto year 1. The children in Nursery and Reception are provided with ample opportunities to access indoor and outdoor provision, engaging in self-initiated, free flow activities giving the teachers ideal opportunities to communicate with children, extending and developing play-based learning.

The combined learning experiences promote the 7 areas of learning and development. The 3 Prime areas (enable children to develop skills for the 4 specific areas):

- **Personal, Social and Emotional Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

4 specific areas:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

At Shap C of E School we believe that children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities to communicate, sustain shared thinking and physical challenges and to build on existing skills, considering the Characteristics of Effective Learning.

At Shap C of E School we provide rich first-hand experiences (e.g. visitors and educational visits) to widen experiences, awe and wonderment. We promote exploratory learning, ways to think creatively and problem solve across all the areas of learning. New vocabulary and concepts are introduced often through stories and books to excite and engage all learners. Staff model standard English and ask high quality questions.

Our curriculum will promote and support the children's emotional security and development of character, enabling them to take risks in a safe and secure environment. We will support children to be active and to develop physically, giving clear messages to promote good health and why it is important to eat, drink and exercise as well as to be kind to others.

Impact

At Shap C of E School our children will grow to be confident, competent, lifelong learners and good citizens. They will experience a smooth transition from Nursery to Reception and from Reception to Year 1. Communication and collaboration ensure the children leave Reception with a solid foundation of learning of which to begin the skills and knowledge required in the National Curriculum.

We use Learning Stories in the EYFS at Shap CE to provide children, families and future teachers with the successes and triumphs of the children throughout their time in Catbells class.

As a team, we attend regular Local Authority and Penrith Cluster meetings and relevant training sessions to ensure we are confident to complete the EYFS profile assessment in the Summer Term of Reception. Baseline assessment begins with careful observations which are then used to inform planning. Using the Development Matters document staff will know which children are on track with the ELG's throughout their time in the class.

Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR - Data Protection Act 2018

1.2. This policy has due regard to statutory guidance including, but not limited to, the following:

DfE (2024) 'Statutory framework for the early years foundation stage'

DfE (2018) 'Keeping children safe in education'

DfE (2018) 'Working together to safeguard children'

DfE (2015) 'The prevent duty'

1.3. This policy is intended to be used in conjunction with the following school policies:

Whole School Behaviour Policy

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Allegations of Abuse Against Staff Policy

Drug and Alcohol Policy

Equal Opportunities Policy

Administering Medication Policy

Health and Safety Policy

Recruitment Policy

Data Protection Policy

Complaints Procedures Policy

2. Roles and Responsibilities

2.1 The Governing Body has the overall responsibility 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.

- 2.2 The Governing Body has the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- 2.3 The Governing Body has the overall responsibility for the implementation of this policy.
- 2.4 The Governing Body has overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5 The Governing Body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6 The EYFS Leader, in conjunction with the Headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7 Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8 Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Approaches to Teaching and Learning

- 3.1 Play is essential for children's development, building confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in the class to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.
- 3.2 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:
- 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.
- 3.3 Curriculum Guidance – Development Matters, government curriculum for the EYFS is used to support and deliver the EYFS learning and development requirements. It is used to design an effective early year's curriculum.

4 Inclusion – see also The Equality Scheme and SEND Policy

- 4.1 At Shap CE children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 4.2 At Shap CE the curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 4.3 For children whose home language is not English, the school will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. The school will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is a cause for concern about language delay.

5 The learning environment and outdoor spaces

- 5.1 The classroom is organised in such a way that children can explore and learn in a safe environment.
- 5.2 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.
- 5.3 There are three toilet facilities available to the EYFS, and there are hygienic changing facilities located on the window sill area containing a supply of changing materials and spare clothes.

6 Assessment

- 6.1 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.
- 6.2 Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development (on track), staff draw upon their knowledge of the child and their own expert professional judgement. Staff are NOT required to prove this through a collection of physical evidence.

- 6.3 Staff keep parents and/or carers up to date with their child's progress and development and address any learning and development needs in partnership with them and any relevant professionals.
- 6.4 Assessment should inform an ongoing dialogue between the EYFS staff and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.
- 6.5 Ongoing assessment (formative) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children staff will make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.
- 6.6 Assessment at the start of the reception year – the Reception Baseline Assessment (RBA) This is a short assessment that takes place with the reception teacher in school-based provision.
- 6.7 Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP) This takes place at the end of the Reception year, no later than 30th June for every child. It is undertaken by the Reception teacher. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parents or carer judges can offer a useful contribution.
- 6.8 Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").
- 6.9 Year 1 teachers must be given a copy of the Profile Report. The reception teacher will provide a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning in the end of year report. These will help inform a discussion between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.
- 6.10 Profile results will be shared with parents and carers in the Reception end of year report and an opportunity to discuss these in an end of year meeting can be provided. For children attending more than one setting, the profile must be completed by the setting where the child spends most time. If a child moves to a new setting during the academic year, the original setting must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the Summer term, relevant providers must agree which of them will complete the Profile.
- 6.11 The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. The school should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile,

and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

6.12 The school will report EYFS Profile results to Westmorland and Furness Local Authority, upon request. Local authorities are under a duty to return this data to the relevant Government department.

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

- Safeguard children
- Ensure adults who have contact with children are suitable
- Promote good health
- Support and understand behaviour
- Maintain records, policies, and procedures

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

6.15 The DSL (Designated Safeguarding Lead) is Mrs Katie Chappell, responsible for liaising with local statutory children's services agencies, and with LSP (Local Safeguarding Partners). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.

6.16 The deputy DSL's are Mrs Vicki Capstick and Mrs Julie Hunter.

1.4. The deputy DSL's will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.

6.17 The DSL and deputy DSL's will undertake child protection training as required.

6.18 Concerns about Children's Safety and welfare - If there are concerns about children's safety or welfare, the local authority children's social care team will be notified, in line with local reporting procedures, and, in emergencies, the police.

6.19 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. Training includes 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales' and staff have regard to the government's statutory guidance 'Keeping Children Safe in Education'.

6.20 The school will inform OFSTED of any allegations of serious harm or abuse by anyone living, working, or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example on a visit. The school will notify OFSTED of the action they have taken in response to the allegations. OFSTED must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

- 6.21 Suitable people - All people looking after the children are suitable; with relevant qualifications, training and have passed required checks to fulfil their roles. Qualifications are verified by the school. The school also ensures that any person who has regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable.

7 Health – Also see Health and Safety Policy

- 7.1 The school promotes the good health, including oral health, of the children they look after.
- 7.2 The school has a procedure which is discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure must also cover the necessary steps to prevent the spread of infection.
- 7.3 The school has a policy, and procedure for administering medicines to children, see Administration of Medicines Procedures.
- 7.4 Medicine (both prescriptive and non-prescriptive) is only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. The school keeps a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day the medicine has been taken, or as soon as reasonably practicable.
- 7.5 Only medicine prescribed to a child by a doctor, dentist or pharmacist will be administered.
- 7.6 A member of staff will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 7.7 Accidents and injuries will be recorded on CPoms and via RIDDOR process.
- 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.
- 7.8 Food and Drink: When the children are provided with meals, snacks and drinks, these are healthy, balanced and nutritious. Before a child is admitted to the EYFS setting the school ensures to obtain information about any special dietary requirements, preferences, and food allergies that the child may have as well as any special health requirements. Fresh drinking water is available and accessible to children throughout the day. If they have not brought a water bottle from home, one will be provided for them in school. The school always records and acts on information from parents and carers about a child's dietary needs.
- 7.9 The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident

- 7.10 Paediatric First Aid At least one person on the premises has a current paediatric first aid (PFA) certificate and is available at all times when children are present and accompanies children on outings. Training is renewed every three years and be relevant for people caring for young children.
- 7.11 The school considers the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
- 7.12 The school has a list of staff PFA certificates available for parents to see.
- 7.13 A first-aid box is located in the Reception classroom, to the left of the main sink.
- 7.14 The school has a Fire Evacuation Plan in place.
- 7.15 Smoking / vaping is not permitted on the school premises.
- 8.16. The Health and Safety Policy outlines the full health and safety policies and procedures.
- 8.17. Key Person - Each child is assigned a key person either the class teacher or senior teaching assistant. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

8 Staff: Child Ratios

- 8.1 Staffing arrangements meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, including whilst eating, and decide how to use staff to ensure children's needs are met. Staff organisation is shared with parents and when relevant and practical the school will involve parents in these decisions.
- 8.2 Children must usually be within sight and hearing of staff and always within sight or hearing. Whilst eating, children must be within sight and hearing of a member of staff.
- 8.3 The ratio requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.
- For children aged three and over in the EYFS setting where a person with Qualified Teacher is working directly with the children
 - There is at least one other member of staff for every 13 children and at least one of these members of staff holds an approved level 3 qualification.
- 8.4 Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 8.5 Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.
- 8.6 Nursery children are overseen by the Nursery Leader, supported by the EYFS Leader whose role it is to help ensure that every child's care is tailored to meet their individual needs.

8.7 Reception children are overseen by the EYFS Leader / Reception teacher whose role it is to help ensure that every child's care is tailored to meet their individual needs.

8.8 Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the school is satisfied that they are competent and responsible.

9 Supporting and understanding children's behaviour – Also see The Whole School Behaviour Policy

9.1 The school is responsible for supporting, understanding, and managing children's behaviour in an appropriate way. The traffic light / special bag behaviour system is incorporated into the EYFS school day.

9.2 A positive approach to behaviour is implemented at Shap CE School. The school takes responsible steps to ensure that corporal punishment is not given by anyone who is caring for or in regular contact with a child, or by anyone living or working on the premises.

9.3 The school keeps records of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

10 Safety and suitability of premises, environment and equipment

10.1 Premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Requirements of health and safety legislation are complied with, including fire safety and hygiene requirements.

10.2 To ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency the school has:

10.3 An emergency evacuation procedure

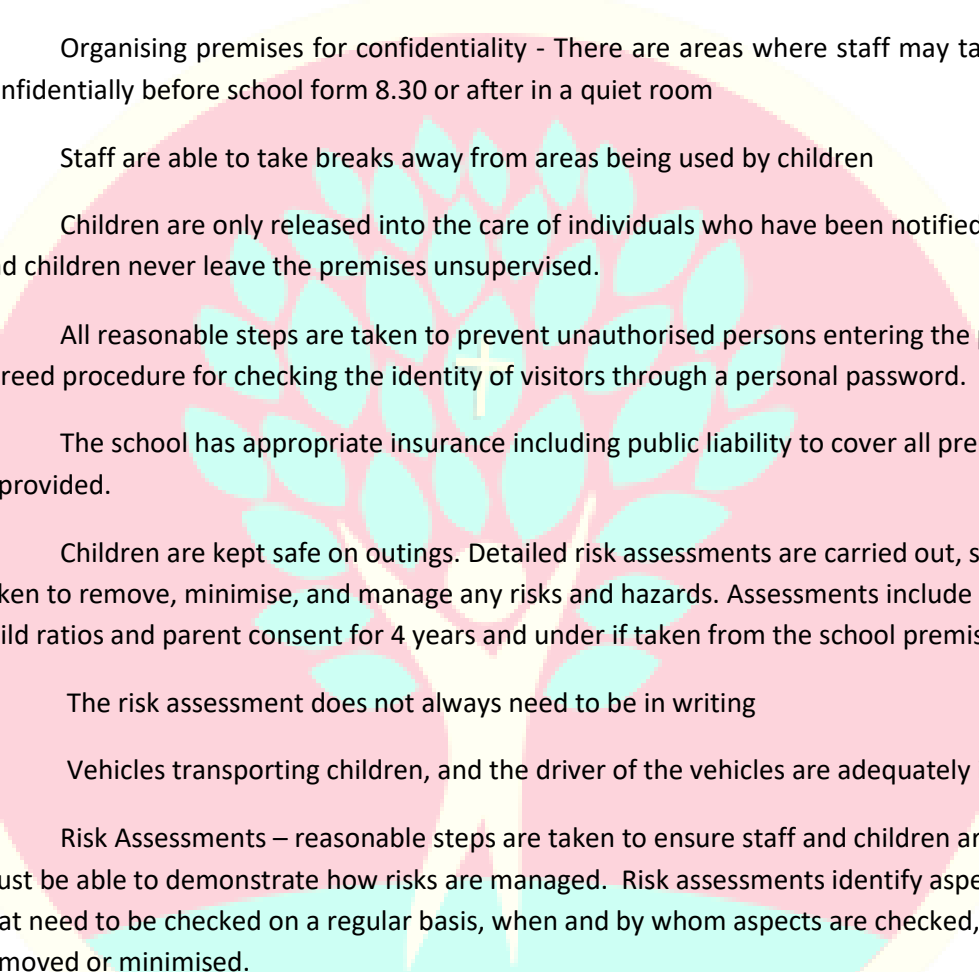
10.4 Appropriate fire detection and control equipment (fire alarms, smoke detectors, fire blankets (by sink) and/or fire extinguishers- by nursery fire door) all in working order

10.5 Fire exits are clearly identifiable, and fire doors free of obstruction and easily opened from the inside.

10.6 The Premises and equipment are organised in a way that meets the needs of the children.

10.7 Children aged three to five years: 2.3 square metres per child.

10.8 There is access to an outdoor play area within the provision and follow the Equality Act 2010. Provision is adjusted to allow play for all – Equality Act 2010.

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- 10.9 Sleeping children are never left unattended.
- 10.10 There are enough toilets and hand basins are easily accessible adjoining to the classroom (3 each)
- 10.11 There are separate toilets for adults
- 10.12 There are suitable hygienic changing facilities for children in nappies or need changing, spare clothes and other necessary items are always available.
- 10.13 Organising premises for confidentiality - There are areas where staff may talk to parents and/or carers confidentially before school form 8.30 or after in a quiet room
- 10.14 Staff are able to take breaks away from areas being used by children
- 10.15 Children are only released into the care of individuals who have been notified to the school by parents, and children never leave the premises unsupervised.
- 10.16 All reasonable steps are taken to prevent unauthorised persons entering the premises and there is an agreed procedure for checking the identity of visitors through a personal password.
- 10.17 The school has appropriate insurance including public liability to cover all premises from which childcare is provided.
- 10.18 Children are kept safe on outings. Detailed risk assessments are carried out, steps are identified to be taken to remove, minimise, and manage any risks and hazards. Assessments include consideration of adult to child ratios and parent consent for 4 years and under if taken from the school premises.
- 10.19 The risk assessment does not always need to be in writing
- 10.20 Vehicles transporting children, and the driver of the vehicles are adequately insured
- 10.21 Risk Assessments – reasonable steps are taken to ensure staff and children are not exposed to risks and must be able to demonstrate how risks are managed. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom aspects are checked, and how the risk will be removed or minimised.

11 Information and Records

11.1 The school maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted) To ensure the setting is safe and efficiently managed, and the needs of all children are met. A regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, parents' and/or carers comments are incorporated into children's records.

11.2 Records are easily accessible and available. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them. (Staff are aware of the responsibilities of the Data Protection Legislation and where relevant the Freedom of Information Act 2000)

11.3 Staff understand the need to protect the privacy of the children in their care, as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

11.4 Records relating to individual children must be retained for a reasonable period of time (agreed in consultation with our Data Protection Officer) after they have left the provision.

11.5 The school records the following information for each child in their care:

- Full name
- Date of birth
- Name and address of every parent and/or carer
- Information about any other person who has parental responsibility for the child
- Which parent(s) and/or carer(s) the child normally lives with
- Emergency contact details for parents and/or carers

11.6 The following information is available to parents and/or carers from welcome meetings, informal chats before the children begin nursery / reception. The EYFS booklet that is reviewed at least annually and shared on the school website. Parents can also communicate via TEAMS:

- How the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- The range and type of activities and experiences provided for children, the daily routines and details of how parents can share information from home
- How the setting supports children with special educational needs and disabilities
- Food and drinks provided for children
- Details of the school policies and procedures and copies are made on request including procedures to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- Staffing for the children and a telephone number for parents and/or carers to contact in emergency

12 Complaints – See Complaints Procedure

12.1 The school has a written procedure for dealing with concerns and complaints from parents and/or carers, and a written record of any complaints, and their outcome. The school:

- Investigates written complaints relating to how the EYFS requirements are fulfilled
- Notifies the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint
- Record the complaints available to Ofsted

13 Inspections and quality assurance visits

13.1 If the school becomes aware that they are to be inspected by Ofsted, parents and/or carers will be notified. After the inspection the school will supply a copy of the report to parents and/or carers of children attending on a regular basis.

13.2 All registered early years providers must notify Ofsted of any change:

- In address of the premises (approval sought from those premises where appropriate)
- To the premises which may affect the space available to the children and the quality of childcare available to them
- In the name or address of the provider, or the provider's other contact information
- To the person who is managing the early years provision
- Any proposal to change the hours during which childcare is to be provided which will entail the provision of overnight care
- Any significant event which is likely to affect the suitability of the early years provider to look after children
- Any significant event which is likely to affect the suitability of any person who cares for/is in regular contact with children on the premises
- Where the early years provision is provided by a company, any change in the name or registered number of the company
- Where the early years provision is provided by a charity, any change in the name or registration number of the charity
- Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the "nominated individual"

- Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.

13.3 Where providers are required to notify Ofsted about a change of person except for managers as specified above, the school will give Ofsted the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, the school will notify Ofsted that a new manager has been appointed. Where it is reasonably practical to do so, this must be done in advance of the change happening. In other cases, this must be made as soon as is reasonably practical but, in any event, within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.

13.4 Other legal Duties - The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with. Other duties include:

- Employment laws
- Anti-discriminatory legislation
- Health and safety legislation
- Data collection regulations
- Duty of care

13.5 Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy, under the guidance of our data Protection Officer: Gerard Barr

13.6 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 and The emergency contact details of the child's parent or carer

13.7 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 key person

13.8 The following information is made available to parents at the beginning of year meeting, on home visits and by an EYFS class handbook:

*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

*How the school's EYFS supports children with SEND

*Details of the food and drink provided to the children

*Information about the policies and procedures in place in the school's EYFS

13.9 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

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

14.5 Parents are invited to termly parents' evenings; 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 chat via TEAMS.

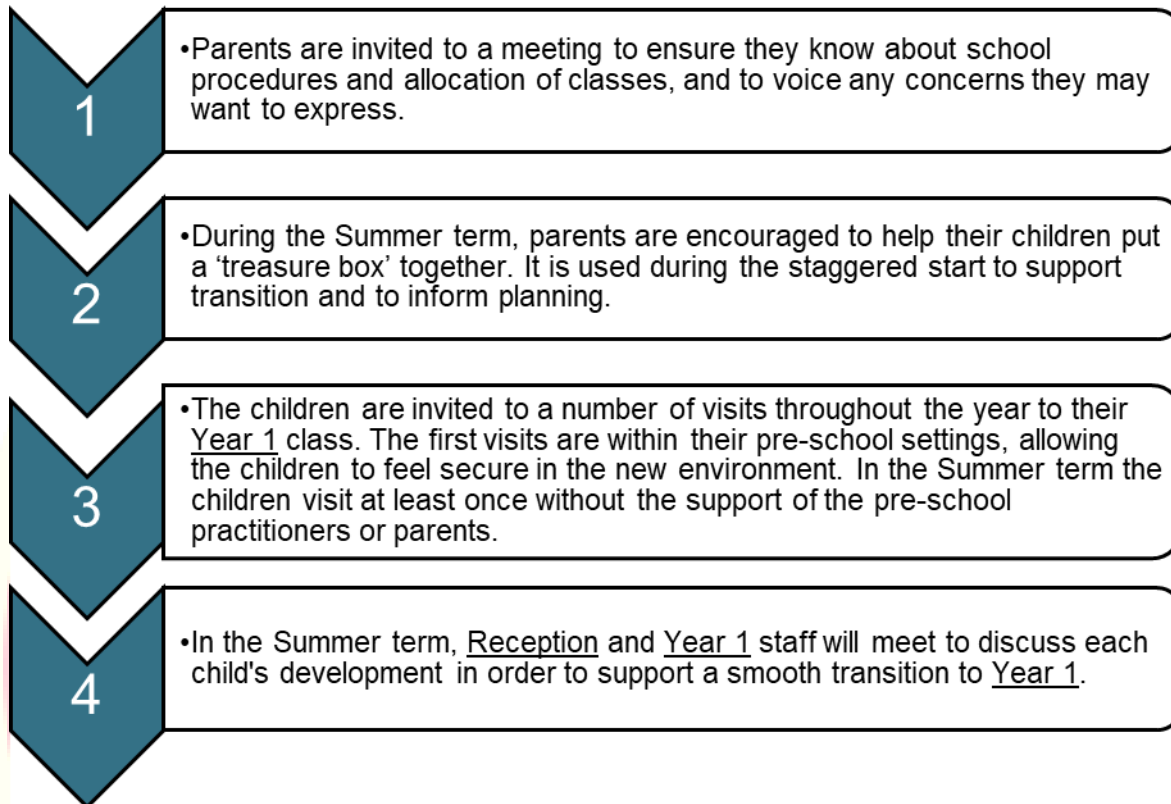
14.6 The headteachers room / classroom will be utilised for confidential discussions between staff and parents

14.7 Parents are asked to consent (via Microsoft Forms) for any visits out of school and use of photographs of their child and using the internet at school (initial consent paperwork)

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

15 Transition periods

The following process is in place to ensure children's successful transition to YR1



15.4 This policy is reviewed annually by the Educational Standards subcommittee and the headteacher.

15.5 Any changes made to this policy will be communicated to all members of staff.

15.6 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.

SHAP C of E SCHOOL