

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

EYFS Policy

Key Contact Personnel in School

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Headteacher

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Chair of Governors

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This policy will be reviewed annually.



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School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

Statement of intent

At Egerton CEP School, 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 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 guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Development Matters'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy

- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting pupils with medical needs policy
- Health and Safety Policy
- Fire Safety Procedures
- Safer Recruitment Procedures
- Data Protection Policy
- Intimate Care Policy
- Early Years Assessment Policy

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.
- 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 teacher / 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:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching 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 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 the school and parents.
- Learning and development is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Ensures that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.

4. Learning and 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.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

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:
 - Numbers
 - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to 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.

When planning and guiding what pupils learn, we reflect on the different rates at which pupils are developing, and adjust our practice appropriately.

Further information regarding learning and development, including how these link to, and underpin the national curriculum in KS1 and beyond, is set out in the school's curriculum documents.

5. 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 learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting reception year.

- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school reports the Reception Baseline Assessment to the DfE. The school reports the EYFS profile results to the LA when these are requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The school will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

Assessment procedures are set out in full in the Early Years Assessment Policy.

6. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equal Opportunities Policy: Pupils 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. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

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

7. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

In the EYFS classroom there are toilet facilities with 3 cubicles available to the children, and there are hygienic changing facilities located near the classroom. Wipes and clothes are kept in the EYFS cloakroom.

8. Home visits

Home visits are not mentioned in the statutory framework for the Early Years Foundation Stage (EYFS), but they are good practice.

Purpose and benefits of home visits

Home visits help build relationships with families. Parents and carers can share their background and culture, and give us specific information so we can understand their child's interests and strengths, and areas for development. We can also discuss parents/carers' expectations of us and our setting, and what we expect from them, so we can work together to support their child's learning.

Home visits let us see children in their home learning environment. This helps us understand their cultural capital, and think about how we can include it in our planning and support.

When home visits take place

We conduct home visits in the summer term, shortly before the child starts at our school. This allows us to talk to their parents/carers about school readiness, and what they can do to support their child, e.g. reading together and building their social skills. It also helps the child remember who visited them when they start school – a familiar face will be reassuring, and help with settling in.

Who conducts home visits

Home visits are usually conducted by the Reception class teacher and the SENCO. Staff conduct home visits in pairs to ensure best practice and safety.

Planning and conducting home visits

We confirm to parents/carers how long we expect the visit will last. Some will have more to say than others, so we keep our timetable flexible in case a home visit takes longer than planned – we want to avoid being late (or early) for our next appointment. We group the visits geographically, to reduce our travelling time between appointments.

Staff have different 'roles' on the visit. One focuses on talking to parents/carers, while the other spends time with the child. We bring toys and activities for the child to play and interact with – this can build familiarity, and get them excited about starting at our school. It's also a good opportunity for child-initiated learning. We ask the child what they enjoy, so we can build their interests into our planning and resources.

We keep home visits conversational and inclusive. Parents/carers may feel they're being 'inspected' during a home visit if we arrive with a clipboard and a list of questions. Staff use a conversational tone, rather than focusing on taking notes. Staff are respectful of families' cultural norms, e.g. removing shoes before entering the house where appropriate.

Safeguarding during home visits

Staff conducting home visits must follow the school's safeguarding procedures at all times. Any safeguarding concerns identified during the home visit must be recorded in line with our school's child protection and safeguarding policy.

A risk assessment is carried out before home visits take place, in line with our Health and Safety Policy. Staff are briefed on safety procedures, including:

- Always conducting visits in pairs
- Informing the school office of visit times and locations
- Having access to a mobile phone for emergencies
- Being aware of exit routes
- Reporting any concerns immediately to the designated safeguarding lead

Information gathering during home visits

During home visits, staff will:

- Find out if the child has any additional needs. Children's additional needs are often identified at school, however some parents/carers might already be aware of their child's needs. We try to find out what these needs are, so we can inform our special educational needs co-ordinator (SENCO) where necessary, to help avoid delays in support and provision.
- Discuss parents'/carers' concerns. Parents/carers often feel nervous about their child starting school. We use our home visits to talk to them about any concerns, how they think their child will respond to the change, and how we'll support them. The Key Leaders
- Find out if they think their child would benefit from a staggered start. This can help with settling in, as they'll meet other pupils in a smaller and less intimidating group. We consider the working patterns of parents/carers when planning staggered starts, as they can be tricky for families to plan childcare around.
- Share key documents with parents/carers. Home visits are a good opportunity to hand out important documents, such as home-school agreements and welcome packs. We make sure not to overload families with paperwork.

If parents/carers decline a home visit

If parents/carers don't want, or don't have time for a home visit, we invite them to a meeting at school instead, or offer them a video call.

9. 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.

All staff should be aware of systems within the school which support safeguarding, and these are explained to them as part of staff induction. This includes the child protection policy, behaviour policy, staff behaviour policy, safeguarding response to children who are absent from education, and the role of the designated safeguarding lead.

Copies of policies and a copy of Part one (or Annex A, if appropriate) of Keeping Children Safe in Education should be provided to all staff at induction. All staff receive appropriate safeguarding and child protection training (including online safety) at induction. The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue

to provide them with relevant skills and knowledge to safeguard children effectively. Keeping Children Safe in Education

The DSL is **Julia Head** and the deputy DSLs are **Lauren Gilbert, Dan Langford** and **Gill Morrissey**.

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 and deputy DSL will undertake child protection training as required.

Staff have appropriate whistleblowing procedures in place and feel able to raise concerns about poor or unsafe practice. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, the NSPCC Whistleblowing Advice Line is available as an alternative route. Staff can call 0800 028 0285. Keeping Children Safe in Education

10. 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 and watches.

Photography policies and procedures are addressed in full in our code of conduct and social media policies.

Use of personal 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 kept in staff members' pigeon holes in the staff room whilst they are working with children. If a confidential call needs to be made, a staff member may use the school or Headteacher offices.

Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present. 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, for example recording and documenting a child's learning. 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 on CPOMS are used to record observations relating to child protection concerns.

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.

11. ICT lessons

While there is no set educational programme for early years ICT, children should learn about technology as part of achieving the early learning goals (ELGs). This policy includes several aims which can be used to inform what children are taught and how their progress is tracked.

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the school will have due regard for the 'Education for a Connected World' framework when shaping what children are taught. The school aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's 'Statutory framework for the early years foundation stage', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.

- **Personal, social and emotional development:** technology gives pupils access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.
- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

Teachers will not use formative assessments for computing, but will use summative assessments to help track children's progress. Resources will be shared fairly between pupils and, where needed, tasks and equipment will be adjusted to suit pupils' needs and abilities.

The headteacher will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching computing. The headteacher will hold the Computing Subject Leader, teachers and support staff to account for their delivery and support of the Computing curriculum and offer support where needed.

The Computing Subject Leader will be responsible for:

- Staying aware of new ICT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Liaising with the IT technician who is responsible for maintaining the upkeep and use of ICT resources.
- Working with the headteacher and School Business Manager to establish an annual budget to secure the procurement of the required ICT software and hardware.
- Assisting the headteacher and School Business Manager in keeping appropriate records of ICT expenditure to review costs and make suggestions for the future.
- Securing and maintaining ICT resources.
- Liaising with the IT technician in ensuring ICT resources are up-to-date, fit for purpose and safe for pupils to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the Computing curriculum will be responsible for:

- Encouraging pupils to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to pupils' age and respective abilities.
- Working with the Computing Subject Leader to put reasonable adjustments in place to ensure all pupils can make use of the school's IT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the headteacher informed about how the aims of the setting's computing curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and school.

The Child Protection Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring pupils are supervised appropriately when using

the internet. In the event of pupils accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

12. Health and safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS teacher will report any accident or injury involving a child to their parents on the day it occurs (or instruct the Office Manager to support with this), and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in school office. 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.

A first-aid box is located centrally.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Supporting Pupils With Medical Conditions Policy outlines the procedures for administering medicines.

Any food or drink provided to children is healthy, balanced and nutritious. The headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

In line with the EYFS Framework, all children will be within sight and hearing of a member of staff when eating. Snack will be served in the classroom for all reception children.

Smoking is not permitted on the school premises.

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

The school has a Fire Safety Policy in place.

13. Staff taking medication or other substances

The school implements a zero-tolerance approach to drugs and alcohol misuse.

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 in the school office.

14. Staffing

Robust Safer Recruitment Procedures are in place, which aim 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, including the EYFS teacher, who have contact with children and families will be supervised by the headteacher. 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 who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings.

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'.

The school adopts the following staffing ratios:

- For children in the Reception class:
 - Class size will be limited to 30 pupils per school teacher
 - There will be at least 1 teaching assistant to support the class
 - Additional teaching assistants may be recruited due to the SEND needs of the class.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

15. 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, including information about all persons who have parental responsibility for the child 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 key person

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
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- Staffing details

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

16. Parental involvement

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

Parents are invited to regular parents' evenings; however, the school has an open-door policy and parents are welcome to talk to the headteacher, teachers and teaching assistants at the start and end of the school day. The headteacher's office or teacher's classroom will be utilised for confidential discussions between staff and parents.

Parents are asked to submit a MS Teams Form giving permission 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 and a medical form.

17. Transition periods

The following process is in place to ensure children's successful transition to Year 1:

- Parents are kept informed to ensure they know about school procedures and allocation of classes, and to voice any concerns they may wish to express. If they should like a meeting with the Reception teacher or Headteacher, this is facilitated.
- There is a transition afternoon to their Year 1 class.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.
- For any child with Special Education Needs/Disabilities, or who may be feeling anxious about the transition, the class teachers and SENCO will have additional meetings with the family and will introduce a personalised transition package to support that child.

18. Monitoring and review

This policy is reviewed annually by the governing board and the headteacher.

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 **March 2027**.