

**Ellwood Community Primary School**

**Early Years Foundation Stage Policy**

**Reviewed October 2017**

**Introduction**

***‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up’ (Department for Education [DfE], 2017).***

***The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life (Department for Education [DfE], 2017).***

**Aims**

In the EYFS at Ellwood Community Primary School we aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

* give each child a happy, positive and fun start to their school life and to encourage each child to develop a deep love of learning;
* support children in building relationships through the development of social skills such as cooperation and sharing;
* help each child to recognise their own strengths and achievements through experiencing success and developing confidence to work towards personal goals;
* use and value what each child can do, assessing their individual needs and helping each child to progress;
* enable choice and decision making and encourage children to develop independence within a loving, secure and friendly atmosphere;
* provide a safe and challenging, stimulating, caring and sharing environment that is sensitive to the needs of all children;
* provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and prepare them for transferring to Year 1;
* provide opportunities whereby children experience a challenging and enjoyable programme of learning and development;
* provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs;
* work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their potential.

**Purpose**

Early childhood is the foundation on which children build the rest of their lives. At Ellwood Community Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We believe that the EYFS has an important role to play in preparing children for life as well as the next stage of their education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the ‘Reception’ year. At Ellwood Community Primary School children are admitted to Reception in the September following their fourth birthday.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Foundation Stage to take on the task of building upon that prior learning and experience. This document outlines the philosophy, aims and principles of early years teaching and learning in the EYFS (Reception year) at Ellwood Community Primary School. The document underpins practice in all areas of provision.

**Four Guiding Principles**

In the EYFS our aims are underpinned by the four guiding principles set out in the Statutory Framework for the Early Years Foundation Stage (EYFS, DfE, 2017)

***These are:***

* *Every child is a* ***unique child****, who is constantly learning and can be resilient, capable, confident and self-assured;*
* *Children learn to be strong and independent through* ***positive relationships****;*
* *Children learn and develop in* ***enabling environments****, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and*
* ***Children develop and learn in different ways and at different rates****. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.*

**The Unique Child**

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

**Positive Relationships**

At Ellwood Community Primary School we recognise that children learn to be independent, confident learners by having secure relationships with their peers and adults. We aim to develop caring, respectful, professional relationships with the children and their families.

**Enabling Environments**

Additionally we believe that the environment plays a key role in supporting and extending the children’s development. Through observation we assess the children’s interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children’s learning.

We also plan and consider the Learning Environment and therefore, the EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. There is an outdoor area adjoining the classroom and we regularly engage in ‘Forest Adventures’ sessions both within the school grounds and also in the local forest at our school ‘log circle’.

**Learning and Development**

The EYFS curriculum is outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS) document, which is available to download at: [https://www.foundationyears.org.uk/files/2017/03/EYFS\_STATUTORY\_FRAMEWORK\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf%20)

This clearly defines what is taught in the Reception Year at Ellwood Community Primary School.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas (known as the prime areas) are seen as ‘particularly crucial for igniting children’s curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive’ (DfE Statutory Framework for EYFS, 2017).

The prime areas are;

* **Communication and Language** – Listening and Attention, Understanding and Speaking
* **Physical Development** – Moving and Handling and Self care
* **Personal, Social and Emotional Development** – Making relationships, Managing feelings and Behaviour and Self-confidence and Self-awareness

There are four ‘Specific’ areas, through which the prime areas are strengthened and applied.

The specific areas are;

* **Literacy** – Reading and Writing
* **Mathematics** – Numbers and Shape, Space and Measures
* **Understanding the World** – People and Communities, The World and Technology
* **Expressive Arts and Design** – Exploring and Using Media and Materials and Being Imaginative

**The Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum promotes the three characteristics of effective learning.

The three characteristics are;

* **Playing and Exploring** – children investigate and experience things, and ‘have a go’.
* **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
* **Creating and Thinking Critically** – children have and develop their own ideas, make link between ideas, and develop strategies for doing things.

These characteristics highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them. Activities and the learning environment are planned with these characteristics in mind and the EYFS practitioners reflect on the different ways children learn. Practitioners assess how each child engages with other people and the environment, what motivates them and how they think creatively and critically, in order to support each child to become an effective and motivated learner.

**Teaching Strategies**

All seven areas of learning and development together with the characteristics of effective learning are important to ensure the development of the ‘whole child’. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led, and child-initiated activities.

The interaction between the adult and child is essential. The adult’s response to the child helps to develop understanding and therefore guides new learning. The adult’s role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete an activity or game with them; at other times they will participate in a child’s game, extending it where possible. As the children grow older and as their development allows, they will experience more adult-led activities as they prepare for their transition to Year 1.

**Play**

Learning through play is an important part of our Early Years classroom. We believe children learn best when activities and experiences interest and inspire them. Using children’s interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play and adult-led activities is very important to us.

**Teaching**

We include direct, carefully planned, adult-led experiences for children in the form of structured adult-led teaching and adult-led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children’s play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our maths, literacy, phonics, and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, sitting still, taking turns to answer, etc…

Reading and story/ rhyme time is an important part of the day. We want to encourage our children to love books and make sure they leave the EYFS with a bank of stories (both traditional and modern classics) that they know well. We aim to read a story to the whole class each day and there are many opportunities to enjoy books at other times.

**Planning**

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are taken from the Early Years Outcomes and Development Matters Documents. These documents give non-statutory guidance for practitioners to help inform understanding of child development through the early years.

Early Years Outcomes is available to download at <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/237249/Early_Years_Outcomes.pdf>

Development Matters is available to download at

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

**Assessment**

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

During the first term in Reception, the EYFS teacher assesses the ability of each child in each Early Learning Goal using ‘Development Matters and Early Years Outcomes’. Children are said to be at ‘Typical Age Related Expectation’ on entry to Reception if they are secure at 30-50mths/entering 40-60+mths. These assessments are recorded on Tapestry. These assessments allow us to identify patterns of attainment within the cohort, identifying groups of children in order to adjust the teaching programme for individual children and groups of children.

During the Reception year we make regular assessments of children’s learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the EYFS teacher and other adults, as appropriate.

The EYFS teacher uses **Tapestry** to record assessments for each child and track progress. The EYFS teacher completes the baseline data, records it using Tapestry by October and then updates Tapestry again at the end of December, end of February, end of April and end of June by assessing children’s progress within the Early Years Outcomes/ Development Matters age-bands. Assessments are recorded as entering, developing or secure within an age band. This data is then used to inform planning and it feeds into the school’s tracking system.

**The Foundation Stage Profile** is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils’ progress towards the Early Learning Goals. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. It remains statutory until Summer 2018.

The Foundation Stage Profile covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. It also includes the ‘Characteristics of Learning’. In June we record each child’s level of development against the 17 early Learning goals as Emerging, Expected or Exceeding and data is submitted to the Local Authority for analysis. Parents receive a copy of their child’s Foundation Stage Profile judgements together with their EYFS school report at the end of the Reception year. The Year 1 teacher uses this information to inform planning for the next year. Parents receive an annual written report that offers brief comments on each child’s progress in each area of learning. It highlights the child’s strengths and development needs, and gives details of the child’s general progress. We complete these reports in June, and send them to parents in early July each year.

**Observations**

The EYFS practitioners use observations to make assessments and inform planning. They are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded on the child’s online learning journey via Tapestry.

**Tapestry (please see separate Tapestry policy)**

Each child is set up with an independent online learning journey. All staff within the Reception classroom are able to capture observations via Tapestry. Parents logging into the system are only able to see their child(ren)’s learning journal (see permission form). Before accessing the system, parents must sign to agree not to download and share any information on any other online platforms or social networking sites (such as Facebook).

**Classroom Organisation**

Our Early Years classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. The EYFS classroom has a writing area, maths area, computer area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. The outdoor area is an important part of the classroom with many children choosing to learn outside. We try to ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for reading and for construction. The EYFS children also have extra physical play during break time, P.E. and occasional extra sessions on the playground, using the climbing wall or using the wooden trim trail apparatus.

Each child has their own labelled peg in the cloakroom and labelled drawer in the classroom. We encourage children to take responsibility for keeping their clothes, book bag and P.E kit organised.

**Role of EYFS Staff and Key Worker**

The class teacher is the named key worker for each child in the Reception class. Their role is to help ensure that every child’s care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the EYFS classroom actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children’s well-being now and their future successes. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences. The EYFS Reception Class currently has one qualified teacher and one full-time teaching assistant. There is a maximum intake of 20 Reception children although the Local Authority can admit more children as they see appropriate via the appeals system.

**Partnership with Parents and Carers**

We believe that parents and carers are a child’s first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents/ carers to feel they can speak to us about their child at any time and feel comfortable in our school. As well as the Reception transition visit days we offer a Parent Consultation at the start of September, before the children start school, to enable parents/ carers to discuss worries, ask questions etc..., and a ‘Meet the Teacher’ session at the beginning of the school year. We encourage parents to accompany us on our ‘Forest Adventures’. We invite parents/carers to collect children slightly early on Fridays in order to choose a book together, from our class lending library. Books can be borrowed for a week and then exchanged.

**Link Books**

Every child has a ‘Link Book’ which is kept in their book bag. Letters, classroom information etc... are placed in this link book. Mornings can be very busy and parents/carers are encouraged to use the link book to communicate privately with the EYFS staff. If parents/ carers prefer, they can make an appointment to talk to the EYFS teacher privately at a later time.

**Reading Books/ Nursery Rhymes/ Letters and Sounds**

Every child is given their own book bag and reading record book. Parents/ carers are encouraged to listen to their child read or share a story together daily. Reading books, with text at a level appropriate to the child’s reading ability, are given out during the Autumn term. Guided group reading sessions are introduced in the Spring term, or sooner if children are ready for ‘group’ reading.

Children are given ‘Letters and Sounds’ books and the letters and sounds covered at school each day are included in these books. Later in the term we include captions for the children to read. The children are given ‘tricky word’ bookmarks and encouraged to learn ‘tricky’ words at home.

Other ways in which we involve parents include...

* Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
* Providing a handbook and pack of information about commencing Reception at Ellwood Community Primary School.
* Outlining the school’s expectations in the Home-School agreement.
* Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
* Giving parents/carers and children the opportunity to visit the Reception Classroom during the ‘New Parents’ Induction Meeting before starting school. During this meeting we offer a crèche in the classroom, so the children can spend time in their new classroom whilst their parents are in the meeting.
* Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
* Operating an open door policy for parents/carers with any queries or concerns. Conversely, if the EYFS class teacher has concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
* Publishing a ‘Reception Learning Journey’ detailing the areas of learning and the overarching theme of the term or half-term as well as regular class newsletters.
* Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
* Sharing the children’s ‘Digital Learning Journey’ with parents/carers and valuing the on-going contributions to this from parents/carers.
* Offering three parent/teacher consultation meetings per year at which their child’s progress is discussed.
* Sending a written report on their child’s attainment and progress at the end of their time in reception.
* Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
* Parents are invited to a range of activities throughout the school year such as assemblies, Christmas productions and sports day etc.
* Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with ‘Forest Adventures’.

**Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. The EYFS teacher aims to visit children in their preschool settings during the Summer Term prior to starting school.

**Starting in Reception**

Parents of all children starting school in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child’s new teacher and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

* Give out the school handbook and information pack with admissions forms, permission slips etc...
* Explain about uniform, PE kit and school dinners/ free school meals/ free milk/ free fruit.
* Explain about holidays and absences.
* Inform parents of how to purchase uniform, book bag etc...
* Explain the arrangements for the gradual induction in to Reception.

**New class transition sessions** - The children are given opportunities to come in to school to meet their new class teacher and other children in their class. They will spend time in their new class alongside their peers. Parents can leave their child during these sessions. This means that before they join their new class the Reception environment is already a familiar place to them.

**Buddying with Year 6 Pupils** – the new Reception children are paired with children who will be in Year 6 when they start school in September. They meet their buddies at the transition sessions in the Summer Term prior to starting school in September. There are also opportunities for the children who attend Ellwood Nursery to visit school during playtimes in the Summer Term. Their buddies play with them or chat with them at playtime during these sessions. The Year 6 buddies make sure they look after their Reception buddies at playtime during the first few weeks of the Autumn term and the Reception children and Year 6 buddies meet up throughout the year to share books/play maths games together.

There are other opportunities for the children who attend Ellwood Nursery to visit the School during the year. These include events such as The Garden Party, Sports Days, the Christmas Play etc... The Nursery also use the field, trim trail equipment and log circle and grow plants in the nursery’s raised bed in the garden area.

**Summer born children and parents’ right to defer their child’s admission to the Reception year**

In response to the Department for Education (DfE) guidance and the new statutory requirements in the revised School Admissions Code, Gloucestershire County Council has updated its admissions policy to address the options available to parents of summer born children (those born between 1 April and 31 August).

The information from Gloucestershire County Council states that...

‘Children must be receiving full-time education by the start of the term following their fifth birthday.’

It also outlines the options available to parents.

‘In Gloucestershire, we provide for the admission of all children in the September following their fourth birthday. Parents of non-compulsory school age children *(four year olds)* may request a pattern of part-time attendance or delay if that best suits the needs of their child. Parents will be offered the opportunity for their child to:

* Start Reception in September on a full-time basis from their first day of attendance or on a part-time basis up to the point of reaching compulsory school age;
* Delay the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the summer term of the school year for which the offer of the school place was made.

And for summer born children (those born between 1 April and 31 August) only:

* Defer their child’s entry to school by a whole year until they reach compulsory school age and be admitted to Reception rather than Year 1 with their chronological peers. This means that a summer born child would not start school at all during the academic year after their fourth birthday.

Gloucestershire County council also provides information about how parents can request deferred admission to the Reception year.

**Starting in Key Stage 1 (Year 1)** - Throughout the Reception year, each child’s involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies, the Christmas Play and Sports Day as well as sharing playtimes with the Key Stage 1 and Key stage 2 children. Children will have the opportunity to meet their new class teacher and spend some time in their new class during the summer term.

**Safeguarding & Welfare**

*‘****Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’***

*(EYFS, DfE, 2017)*

At Ellwood Community Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014.

* To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
* Promote good health;
* Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
* To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
* Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
* Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

**Keeping Safe** - It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Ellwood Community Primary School’s Safeguarding Policy).

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Ellwood Community Primary School’s Safeguarding procedures and Acceptable Use Agreement (September 2014). Members of staff do, however, use school cameras/iPads to take photographs as evidence to support the regular observations and assessments in the EYFS. These photographs are used in the children’s online learning journeys, in Literacy and Mathematics books, in class displays and on the school website. All parents are asked to state if they give permission for their child’s image to be used in school and on the school website, through the paperwork in their initial starter packs.

**Good Health** – All children are provided with a healthy snack each day as well as being given the choice of having milk through the ‘Cool Milk’ scheme. They have access to water at all times. All children have the opportunity to receive ‘free’ school lunches up to the end of Year 2 (End of KS1).

**Sun Safety** – We will not allow children to be exposed to strong sunlight for extended periods in the Summer. Children are encouraged to wear hats during outdoor activities. Parents and carers are asked to apply sun protection lotion before the child comes to school, but they may also send it in with the child if he/she is able to apply it themselves.

**Intimate Care** – We carry out any intimate care in line with the ‘Ellwood Community Primary School Intimate Care Policy’. (See separate document)

We encourage all children to start school without nappies but will support any children struggling with this or needing help with toilet training. We acknowledge that young children often have ‘accidents’ and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by washing and returning anything their child has borrowed. Children are changed in the toilet area near the EYFS classroom and are encouraged to help with this as much as possible. Staff are encouraged to change a child in the presence of another member of staff wherever possible.

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an ‘accident’. In most cases, children will be encouraged and helped to carry out these actions themselves. There may be cases where more intimate care is needed and these cases will be looked at on an individual basis and an individual ‘intimate care plan’ may be needed. This may involve seeking advice from the School Nurse or other professionals e.g. GP, Occupational Therapist etc...

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Reception at Ellwood Community Primary School. Parents are informed when this care has been given.

**Inclusion and equal opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual education plans (My plan, My Plan + or Education, Health and Care Plan) identify targets in specific areas of learning/need for those children who require additional support commensurate with the school’s Special Educational Needs Policy.

In line with the school’s Equal Opportunities Policy, we will provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

**Safeguarding/ Child Protection**

We follow whole school procedures for child protection (see separate policy). Mrs D Milford, head teacher, is the Designated Safeguarding Lead (DSL). All concerns are discussed with Mrs Milford. The Deputy DSL is Mrs J Clements.

**First Aid**

The EYFS Teacher and Teaching Assistant have both undergone basic Paediatric First Aid training. This training is renewed every 2 years.

Accidents are logged in the classroom first aid ‘cheque book’ and an accident slip is sent home. First aid kits are available in the EYFS classroom.

All First Aid procedures are outlined in a separate document – ‘Ellwood Community Primary Medical/ First Aid procedures’.

Children’s asthma inhalers are kept in the classroom. If a child has an EPI pen, this is kept on a high shelf in the classroom out of the reach of the children, but readily available for adults to access quickly in an emergency.

We follow whole school procedures for medicine in school. (see separate policy)

**Forest Adventures**

In the EYFS we regularly engage in ‘Forest Adventures’ sessions both within the school grounds and also in the local forest at our school ‘log circle’. Our ‘Forest Adventure’ policies and procedures are outlined in the ‘Ellwood Community Primary School Forest Adventures Handbook’. Risk assessments are in place and the Ellwood Community Primary Forest Adventure Site Risk Assessment is reviewed regularly (see separate documents).

**Off-site Visits**

We follow whole school procedures for off-site visits (see separate policy).

**Fire Alarms**

Fire alarms are held regularly in line with whole school policy.

**Electrical Equipment**

PAT testing of electrical equipment is carried out annually.

**Monitoring and Review**

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head teacher (Mrs Milford,) and EYFS Leader, (Miss Peart) will carry out monitoring of the EYFS as part of the whole school monitoring schedule. The Curriculum Committee of The Governing Body will also be part of this process.

This policy will be reviewed in September 2018 or as necessary.