



## St Joseph's in the Park

### Early Years Policy

<b>Contents</b>	<b>Page</b>
1. Policy to be Read in Conjunction with Other Policies .....	2
2. Mill Hill Education Group Aims.....	2
3. Opting Out of the Learning and Development Statutory Requirements .....	2
4. Section 1: The Learning and Development Requirements EYFS .....	3
5. Section 2: Assessment.....	8
6. Section 3: The Safeguarding and Welfare Requirements.....	9
7. SEN, Inclusion and Equal Opportunities .....	16
8. Information for Parents .....	16
9. Records .....	17
10. Parent Handbook.....	17
11. Complaints.....	18
12. Review.....	18
<b>Appendices</b>	
Appendix A – Early Years Topic Cycles.....	19
Appendix B – Contacting ISI .....	19
Appendix C – Glossary of Acronyms and Abbreviations.....	19



**1. This policy is to be read in conjunction with the following policies:**

- St Joseph's In The Park Promoting Positive Behaviour Policy
- Supervision of Pupils Policy
- Safeguarding and Protecting the Welfare of Pupils Policy
- Feedback/Marking Policy
- SEND Policy
- EYFS Supervision of Staff Policy
- First Aid Policy
- Administrations of Medicine Policy
- St Joseph's In The Park Educational Visits Policy
- Retention of Records Policy

**2. The Mill Hill Education Group Aims are:**

- To provide excellence in education
- To bring out the best in every individual child
- To develop moral integrity and the confidence in pupils to be themselves
- To nurture pupils from childhood to adulthood
- To build a sense of community and environmental awareness

**3. Opting out of the learning and development statutory requirements**

St Joseph's In The Park opted to apply for and received an exemption from the learning and development requirements for the Early Years Foundation Stage, by the Department for Education.

This allows us greater freedom to tailor our curriculum to meet the needs and abilities of our children, and to deliver this in the manner and style we deem most suitable and effective for our children. We believe that child-initiated play and opportunities are essential for a child's development and encourage a life-long love of learning. We also see the value of adult led tasks where the child is encouraged and supported to experience and acquire new learning opportunities or practise their skills. We value opportunities for outdoor play and see the benefit of learning outdoors, and this forms a large part of our curriculum. This approach enables us to ensure appropriate challenge for our pupils but also allows us to engage in an effective partnership with our parents, fulfilling their expectations and our aims whilst preparing the children for their journey through KS1 and the Foundation.

We continue to use the main structure and elements of the Early Years Foundation Stage curriculum and to meet the statutory requirements of safeguarding and welfare.

#### 4. The Learning and Development Requirements EYFS

##### Principles at St Joseph's In The Park

##### To Value Early Childhood

- **A unique child.** We recognise that every child can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement appropriately as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting, extending and celebrating the children's learning. Classrooms and outdoor spaces are designed each term to reflect a chosen topic and to enhance the children's sense of awe and wonder. There are areas where the children can be active, quiet and restful.
- **Learning and development.** Early Years areas are organised to allow children to explore and learn securely and safely. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and appropriate activities and experiences to extend their learning.

Early childhood is the foundation on which children build the rest of their lives. At St Joseph's In The Park we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as both a preparation for and a part of life, not solely preparation for the next stage of education.

'Early Years' encompasses all children in our Kindergarten, Nursery and Reception classes. At St Joseph's In The Park we believe that children learn in a variety of ways; through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Early Years classes, all children are given the opportunity to gain independence, constructive feedback and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their understanding.



## Foundation Stage Curriculum

In the Foundation Stage the **Key Person** allocated to each child will be the class teacher, who ensures the child's care is tailored to meet their individual needs. Parents will be given the name of their child's teacher in the summer term before the child starts school. The Pre School is divided into Kindergarten and Nursery but form one mixed age range class. The Pre School lead and a nursery assistant oversee the Pre School class. The Reception teacher is assisted by two TAs in the morning, and one in the afternoons. The class teacher and Lead Practitioner will be responsible for communication with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all seven areas of learning as well as the Characteristics of Effective Learning.

The children's progress is assessed against the Early Learning Goals. This is recorded in a variety of ways including observation and ongoing progress trackers for different areas of learning. The information is shared with parents who also contribute to these records with their own observations of the child outside of school via Tapestry.

More information about the EYFS can be found at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#). A copy of the Early Learning Goals is given to all parents and stuck inside each child's learning journal. More information is posted on the school portal.

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and interconnected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development

Support is also provided for children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

**Communication and language** development 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 providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine and gross motor skill and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to manage their basic needs independently such as brushing their teeth and toileting.

**Personal, social and emotional 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; to have confidence in their own abilities and be reflective learners. **British values** are embedded through these ideals.

**Literacy** development involves encouraging children to link sounds and letters, mark-make at every opportunity and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**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 to describe shapes, spaces and measure. Beginning with concrete objects then moving towards pictorial representations with an end goal for children to understand mathematical concepts in the abstract.

**Understanding the world** involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We welcome parents to come into class to share their own celebrations and experiences with the children.

**Expressive arts and design** 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.

The above areas are underpinned by **The Characteristics of Effective Learning:**

- **Playing and exploring** – showing curiosity and seeking challenge
- **Active Learning** – concentration and determination
- **Creating and thinking critically** – ideas and decision making

These involve assessing how the children are learning to provide quality experiences for the children, guiding them to be reflective, independent learners. At St Joseph's In The Park we link the characteristics of effective learning to KS1 (Key Stage 1) through our Learning Friends, more information is in the curriculum policy.



## Principles into Practice – The teaching approach

Teachers will:

- Enable children to make an effective and happy transition from home to school, through effective liaison and support.
- Plan stimulating activities using the Early Learning Goals to ensure progression from the Foundation Stage to Key Stage One.
- Provide a curriculum that is delivered through a range of child initiated, independent and teacher directed activities, achieving a healthy balance with clear learning intentions and objectives.
- Use information from baseline entry level assessment to track pupil progress and identify the different learning needs of each individual.
- Value children's own experiences, imagination, curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To promote an atmosphere that encourages confidence, reflection and independence.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge and stimulation across the seven areas of learning.
- Use observations and assessments to identify individual's ongoing next steps and the differing needs and abilities of the children.
- Inform parents if progress in any of the prime areas gives cause for concern and agree how to support the child.
- Plan for differentiation, including necessary support for EAL children and children with SEN, ensuring that all children are given tasks that will appropriately challenge and stimulate their thinking including enrichment.
- Ensure thorough planning and appropriate resources, that all children have equal access and opportunities.
- Record children's progress in Autumn and Summer Term written reports to parents, and Spring term reports in Reception.
- In the final term of Reception, assess each child against the Early Learning Goals
- Value parents as partners in the education of their child. Share observations with parents and encourage parental involvement. Keeping parents well informed about the curriculum and their child's progress. Conducting regular Parent Consultation Evenings and keeping records of these.
- Welcoming parents into the classroom to be part of their child's learning journey, through share and learn mornings, termly welcomes, trips and topic-based sessions.
- Pass up to date records and assessments to the next class teacher, together with face to face discussions about each child referring to skills and abilities in relation to the three key characteristics of effective learning.
- Record each child's learning through a Learning Journal and Tapestry.



## Outdoor Provision

In the Pre School, class children have free flow access to the outdoor learning environment throughout the day. Reception children have access to an outside area throughout the day. Reception and pre-school classes are also allocated 1 half day a week where they have use of an outdoor classroom to give children access to the woodland environment. This learning environment is set up to support, promote and extend children's learning in all areas of the curriculum.

## Forest School

The philosophy of Forest Schools is to encourage and inspire individuals through positive outdoor experiences. Forest Schools will aim to develop:

- Self-awareness
- Good social communication skills
- Positive mental attitude
- Independence
- Empathy

Children begin their Forest School experience from the beginning of Pre School, spending half a day a week there. In Reception they spend one afternoon a week in Forest School. Forest school sessions are led by qualified Forest School practitioners and are supported by the teachers and assistants.

## Planning

The Foundation Stage Curriculum is planned mainly through topic work with PSED, phonics, handwriting, RE, MfL, Literacy and maths taught discretely. Planning is led by the children's interests and next steps is done on a weekly basis but may be adjusted as the week progresses. Please refer to Appendix A for more information on Early Years topic cycle.

## The Organisation of the Pre-School

At St Joseph's In The Park we believe that a gradual introduction into school life is the most reassuring and comfortable start for each child joining our part-time nursery classes. In the summer term prior to starting nursery, children are brought in for a 'chat and play' session with their family.

The preschool lead meets with new pre school parents 1:1 before they start. Children then have settle sessions mutually agreed by school and parents before starting.

During the preschool year the children are gently introduced to a wider school environment. They soon become accustomed to having different teachers for PE and Music and sometimes

attending school assemblies. They gradually begin to feel that they belong to the larger community, thus making the transition from Nursery to Reception with little difficulty. It is our aim that the children are ready and eager to make the move to the next stage. At the beginning of the next school year the nursery children enter full-time school. The Head of Early Years leads a 'New to Reception' meeting for parents in the summer term and visits nursery settings of children who are joining Reception from external settings.

Learning through Play - we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult led play activities would provide the most effective learning opportunities.

## 5. Section 2 – Assessment

**Observation, Assessment and Planning: Developing child led and adult directed learning that is play based.**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. We use observations and assessments to inform planning and set next steps for individuals using the EYFS areas of learning and Early Learning Goals. All staff working in the early years are involved in this process.

An online programme is used to take in the moment observations and inform teachers of the next steps to progress an individual's learning. Learning journals are used to evidence both adult led and independent work, this is initialled accordingly to demonstrate progress and marked with a variety of verbal and written feedback.

Baseline assessments are conducted at the beginning of the year. These are put onto a tracking form which is reviewed termly.

In the final term the EYFS profile is completed for each reception child. Development is assessed against the early learning goals. This is shared with parents through written reports and the opportunity for parents to discuss them in person is offered. A transition document is completed by reception and nursery teachers, providing the next teacher with assessment information for each child including commentary on each child's skills in relation to the characteristics of effective learning.

There is further detail in our *Feedback Policy*.



## 6. Section 3 – The safeguarding and welfare requirements

### Safeguarding

Please see the School's **Safeguarding and Protecting the Welfare of Pupils Policy**

This Policy has regard to the statutory guidance issued by the Department for Education (the 'DfE') in Keeping Children Safe in Education (September 2024) (the 'KCSIE'), Prevent duty guidance and Working together to Safeguard Children. Regular training from specialist external providers and annual Safeguarding updates are completed so that the staff understand the safeguarding policy and procedures to ensure an up to date knowledge of safeguarding issues. This training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These include:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of possible abuse or neglect children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities
- the inappropriate sharing of images

The Designated Safeguarding Lead for safeguarding in the Early Years is Ruth Jack, Head of Early Years at St Joseph's In The Park. In the absence of the DSL for Early Years (eg Maternity Leave), the DSL for the School will take on this role.

Our recruitment process ensures that all staff recruited in the early years have been subject to the relevant checks, including a prohibition from teaching check (for teachers) and an enhanced criminal record check. Any delay to the DBS being obtained would warrant constant supervision from another member of staff when they are in contact with the children, and successful completion of other checks including the barred list.

### Mobile phones and cameras in the setting

We adhere to the guidance provided in the 'Tool Kit for mobile phones and cameras in the Early Years'. Members of staff keep their phones away when the children are present. Personal cameras are not permitted in the setting and school camera equipment is used for the taking of any photographs (school iPad or Kindles are used for observations of children). Visitors to the school are not permitted to use mobile phones at all in the school building and are advised of this when signing into the school. Foundation staff and contractors may use their phones in the school office only.



On school trips staff may only use their mobile phones in case of an emergency or to communicate amongst staff if groups have been separated. Staff must not use their mobile phones to take photos or videos. Parent helpers are kindly asked not to use their mobile phones while supervising children on a trip. Parents are given a 'parent code of conduct' to read and sign explaining the school expectations of parent volunteers on a trip including use of mobile phones.

### **Disqualification**

A provider or a childcare worker may be disqualified from registration. In this event the provider would not continue as an early year's provider. Where a person is disqualified, the provider would not employ that person in connection with early year's provision. Where an employee becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

### **Staff Medication**

Staff must seek medical advice about medication they are taking which may affect their ability to care for children. Staff medication is always safely stowed away out of the reach of children. Staff are aware that they must declare to either The Head or the Head of EYFS if they are taking any medication, which might affect their ability to work with children. Staff handbags must be always stored out of reach of children.

### **Staff Induction**

All new members of staff receive a full induction that includes:

- Help in understanding roles and responsibilities, including supervision duties
- Information about emergency evacuation procedures
- Procedures, responsibilities and expectations for safeguarding and child protection
- Information on school and foundation policies, including the equality policy
- Health and Safety information, procedures, and issues
- Curriculum familiarisation

Alongside this, members of staff are provided with a detailed staff handbook.

**All staff members working in the early years at St Joseph's In The Park are Paediatric first aid trained.**

### **Staff Supervision**

All Early Years staff members are given thorough induction programmes that allow them to understand fully their roles and responsibilities, this induction also includes Safeguarding and



Child Protection, emergency and evacuation procedures and health and safety. Staff are also provided with opportunities to attend training and relevant professional development. This is further ensured through our Supervision structure which seeks to support staff to undertake appropriate training and professional development to ensure that they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. *Please see EYFS Supervision of Staff Policy.*

Staff records are kept confidential.

### **Supervision of Children in the EYFS**

Staffing arrangements in our Preschool classes and in all our Reception classes meet the needs of all the children and ensure their safety. We are compliant with the statutory requirements for staff: child ratios which state that for children aged three or over:

'In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience)'

In other EYFS classes for children of three and above, with a person with Qualified Teacher Status (or other suitable person as defined above), the ratio is 1:13, and at least one other member of staff is required to hold a full and relevant level 3 qualification. In EYFS classes for children of three or above, without a person with Qualified Teacher Status (or other suitable person as defined above), the staffing ratio must be at least 1:8. At least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.

Children are always within sight and hearing of staff members. The only regular occasion where children may not be in sight is within Forest School where children are actively encouraged to develop both their independence and sense of responsibility within a safe and specific context; an area of woodland in the grounds of the school. The children are given clear guidelines about the ground rules for their Forest School explorations and physical boundaries. All children are taught to present themselves to the teacher/leader when the signal is given. Alternative arrangements would be put in place for any child who it is deemed may struggle with these expectations.

Forest School takes place once a week and is usually for a full morning or afternoon session. A full risk assessment is in place and updated regularly by the Lead Forest School Practitioner.

At lunch times Preschool and Reception children eat in the main dining room where they are

supervised by qualified members of staff and all the teaching staff are also present to support. These ratios are adhered to at break and lunch times.

#### **After school activities:**

Reception children attending after school clubs do so under the minimum requirement of their normal class ratios (1:30 but usually much less) and only where a suitably qualified member of staff or external coach is directly supervising/instructing.

Our after-school care facility 'Sunset Club' is open to Preschool and Reception children and operates on a 1:8 ratio due to the presence of Early Years children and the qualifications of the staff leading the care. Information about the nature of this provision is given in our parent handbook and at our information evenings.

Sleeping: There is no structured sleep time but we do operate a rest time in our setting for pre-school children, however a child wishing or needing to sleep would be accommodated so that they are both comfortable and under supervision, away from any hazards. A risk assessment has been carried out to ensure maximum safety for any sleeping child. Any sleeping child is frequently checked.

Information about staff deployment is shared with parents at our 'New Parents' meeting prior to their pupils starting at the school. This information is also in our *Supervision of Pupils Policy* which can be found on the Foundation website.

#### **Health/Medicines**

Parents are provided with the relevant medical forms during the acceptance process, this ensures relevant medical information is shared in order to promote the good health of pupils at St Joseph's In The Park. Please see *First Aid Policy* for further information. The detail within these policies, including the procedure for responding to children who are ill or infectious, is shared with parents at the information evening for new parents and in the parent handbook.

All accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate. Training is given to any member of staff for administration of medicines that require medical or technical knowledge. Prescription medicines must not be administered unless prescribed by a doctor, dentist, nurse, or pharmacist (and medicines containing aspirin must have been prescribed by a doctor).

We have a medical room and there are first aid boxes located in the EYFS playground, the main playground and in the medical room on the ground floor.

**All staff members working in the early years at St Joseph's In The Park are Paediatric first aid trained.**



### Intimate Care

On some occasions it may be necessary for EYFS staff to give intimate care to pupils. These are defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene. For pupils in the Early Years, it can be contact with, or exposure to, the genital area when wiping bottoms, or for all ages, assessment of illness or injury. Full PPE will be worn if carrying out these tasks.

- Apart from wetting/soiling issues in Early Years pupils, intimate care will only rarely be required.  
Routine personal hygiene is not carried out by teachers or assistants, but they will offer verbal support for pupils who may require this.
- EYFS staff will inform another member of staff (e.g. the Lead practitioner or another qualified paediatric trained staff member) when they are giving intimate care. Sometimes this may result in having a colleague in an adjacent room with the door ajar.
- Pupils will be treated with respect; each stage of the procedure will be carefully explained and will only proceed with the pupils' consent. Should the pupil become uncomfortable, distressed, or withdraw consent the procedure should be halted until they are comfortable and willing to continue.
- Any member of staff who is reluctant to participate in intimate care in a specific case or situation must inform the Head of EY.
- Non-nursing staff should not routinely carry out an intimate examination: in case of injury or illness they should seek the opinion of a nurse/doctor at the earliest opportunity.
- If there are any safeguarding concerns relating to any illness or injury of an intimate nature the nurse or nursery nurses must inform the Designated Person.
- Communication about the wetting or soiling incident will be handled sensitively and discreetly between members of staff and to the parents of the child.

### Food and drink

All food is prepared in our kitchen on site. The menu is planned to be healthy, balanced, and nutritious and is published for parents to see in advance on the website and the weekly school newsletter. Fresh drinking water is always available for pupils. Early Years children bring in a morning snack of fruit and an afternoon snack consisting of fruit is provided in Preschool. Up to date records are kept regarding individual dietary needs, a list is distributed to each teacher and the kitchen staff. All children wash their hands before eating. Staff wear gloves and distribute the snack to avoid any contamination. **All Early Years Staff are provided with training in food hygiene from our onsite catering team.** This helps ensure that staff have a basic understanding of food hygiene principles when preparing or handling food. Fresh drinking water is available for pupils at all times.

**All staff members working in the early years at St Joseph's In The Park are Paediatric first aid trained.**



### **Accident or injury**

Staff are aware of their duty to inform parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable and any first aid treatment given. Forms to record this are kept in the medical room. First aid boxes are accessible from all areas of the school.

### **Behaviour**

The *Promoting Positive Behaviour Policy* applies to the EYFS. Please see the policy for more details.

Physical intervention may be used to avert immediate danger of personal injury. This must be recorded (records held by Nicole Welsh (Safeguarding Lead) & Ruth Jack (Head of Early Years) and parents informed on the same day or as soon as reasonably practicable. Under no circumstances is corporal punishment or the threat of physical punishment used in any capacity in the EYFS, or in any of the Foundation Schools.

### **Security and suitability of premises**

The security and safety of the children at St Joseph's In The Park is paramount. We have considered the security guidelines to schools issued by the DFE and undertaken regular periodic internal reviews. This ensures that the children also feel safe and secure within their learning environment.

The school is secure at all times, with gates and doors closed and locked (with confidential combinations) at all times except drop off and pick up, when all external doors are manned and monitored by members of staff. Children are only released into the care of individuals who have been notified to us by the parent/carer, a list is kept in the office and by class teachers.

We adhere to the legal responsibilities under the Equality act 2010, see *SEND policy*

A staff room allows for staff to take breaks away from areas used by children. Teachers may use a number of rooms depending on the time of day, in order to conduct meetings with parents/carers confidentially.

Smoking or vaping is not allowed in or on the premises.

### **Risk Assessments**

Risk assessments are routinely carried out and utilised to minimise a range of risks relating to daily life in the classroom or the school grounds, special activities, trips and clubs. These are kept either on the classroom wall or centrally by the Deputy Head, as appropriate. They are updated and reviewed at suitable intervals. Daily Risk assessments are completed to cover the



areas inside and outside of the Early Years classrooms and are held by the Head of Early Years. Risk assessments identify risks that need to be checked on a regular basis, when and by whom, and how the risk will be removed or diminished. Risk assessments for outings must be conducted, though not necessarily in writing. These should take account of adult to child ratios and the steps taken to remove, minimise and manage identified risks and hazards.

### Outings

Separate risk assessments are carried out for educational outings. We follow different ratios for educational outings, these are outlined in the *St Joseph's In The Park Educational Visits Policy*.

## 7. SEND, Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This provision is coordinated by our St Joseph's In The Park SEND (Special Educational Needs) Coordinator and our Enrichment Coordinator in the Early Years. This includes providing all children with the opportunity to be appropriately supported and challenged. The four areas of need are: communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs.

We have a clear approach for identifying Special Educational Needs and there is ongoing monitoring of progress throughout the early years. Where a child appears to be below expected developmental levels, the teacher works with the SEND Co-ordinator to gather information and seek early help if appropriate.

Where a child appears to be behind expected levels and 'Early Help' sought, the cycle of action: assess/plan/do/review is used to create a graduated response to needs, this is carried out throughout the year. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive SEND support. Any child on SEND support will be on an intervention programme where clear targets are set, agreed and reviewed and tracked. The school's SEND Co-ordinator manages these plans and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker). In line with the Foundation's Equal Opportunities Policy, we will endeavour to 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 members are role models and are aware of the influence they have in promoting positive attitudes and using that influence to challenge stereotypical attitudes.

## 8. Information for parents

Reception Introduction Evening and PreSchool Introduction Evening: Before the start of each academic year parents are invited to attend a talk on the Nursery and Reception curriculum and how this is provided to the children in our school. They are also given guidance on where to find

more information on the Early Years. Parents are made aware of their children's **Key Worker** (their class teacher) at this time and their role and additional staff in the class. They will also be given initial support on how they can help their child's development and readiness for Nursery or Reception at home and how SEN support is coordinated and arranged. Our SENDco/Pastoral Lead is also available to parents for further information and advice if required.

Formal parents' evenings provide the opportunity to provide child specific feedback on the individuals' progress, performance, and next steps across the curriculum.

Throughout the year parents are invited into their child's class for an Open House session called 'stay and play'. This provides the opportunity for the parents to explore the learning environment and share some of the children's creations that are on display and collected in the classroom. They can also look through the children's learning journals, record their child's voice and add 'wow' moments from learning at home. They also engage in an activity with their child in the classroom environment. The learning journals are shared each term for parents and children to add their own comments. We also welcome contributions from home to go into the children's books.

Parents receive a short-written report on the progress of their child at the end of the Autumn Term in Preschool and Reception classes and a detailed report at the end of the school year.

The emergency telephone number for EYFS is 01992 513810

## 9. Records

Each teacher in the Early Years has access to records which contain the following information: the names of the children in their class, their hours of attendance, their key person and emergency contact details.

We maintain confidentiality in keeping these records with access being available only to those who may need them. Staff are aware of this and of the right that all parents and carers have to these records, unless relevant exemptions apply under the data protection act. Details about the retention period for records relating to individual children can be seen in our *Retention of Records Policy*.

## 10. Parent Handbook:

A summary of our Introduction Evenings are contained within our parent handbook. In addition, they contain details on staffing in the setting and emergency contact numbers.

The following policies and procedures are also listed in this handbook and are available on the website:

- Anti-Bullying Policy





- Curriculum Policy
- Promoting Positive Behaviour Policy (including misbehaviour and exclusions)
- Handling Complaints Procedure
- English as an Additional Language (EAL)
- First Aid Policy
- Health and Safety Policy
- Policy in the Event of a Child Going Missing from School/School Activities, and Late Collection Procedure
- Recruitment, Selection and Disclosure Policy
- Safeguarding and Protecting the Welfare of Pupils Policy
- Details for contacting ISI and OFSTED (Please refer to Appendix B of this policy).

## 11. Complaints

Complaints procedures are explained in *the Policy on the Handling Complaints and Concerns received from Parents Policy* which is available for parents to view on the Foundation and school website. We communicate this in our parent's handbook.

## 12. Review

This Policy shall be reviewed annually.

Last Review: March 2025

Next Review: March 2026

This Policy has been approved by the Executive Team on 12<sup>th</sup> March 2025.



## Appendix A: EARLY YEARS TOPIC CYCLES

The EYFS works around the same topics which are changed termly with a different focus for each year group. Children in Early Years will be given the opportunity to explore the topic by addressing their own questions and interests. The topics will change each year to ensure the children experience a range of topics throughout their time at St Joseph's In The Park enhancing their sense of excitement and exploration.

## Appendix B: CONTACTING ISI and OFSTED

**Contacting ISI** - If you are unhappy with the school's initial response to your complaint ISI can be contacted by writing to: [concerns@isi.net](mailto:concerns@isi.net). Or by phone 020 7600 0100. The DFE can also be contacted on 0370 000 2288.

**Contacting OFSTED** - The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It will inspect and regulate care for children and young people and inspect education and training for learners of all ages.

### To call OFSTED

- 0300 123 1231 for general enquiries
- 0300 123 4666 if you want to make a complaint or have a concern about any service Ofsted inspects or regulates(08.00 to 18.00)

To contact OFSTED by email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

For complaints - [CIE@ofsted.gov.uk](mailto:CIE@ofsted.gov.uk)

## Appendix C: GLOSSARY OF ACRONYMS AND ABBREVIATIONS IN ORDER OF APPEARANCE IN THE POLICY.

EYFS – Early Years Foundation Stage  
ISI – Independent Schools Inspectorate  
KCSIE – Keeping Children Safe In Education  
DSL – Designated Safeguarding Lead  
DDSL – Deputy Designated Safeguarding Lead  
KS1 - Key Stage 1  
SEN – Special Educational Needs  
EAL – English as an Additional Language  
DFE – Department For Education  
SENCo – Special Educational Needs Coordinator