
RESPONSIBLE PERSON(S):	CHIEF EXECUTIVE HEADTEACHER Rush Common School
CURRENT VERSION:	001
DATE APPROVED:	07/12/2018
REVIEW CYCLE:	ANNUALLY
NEXT REVIEW DATE:	BEFORE DECEMBER 2019

REVIEW

The Board of Trustees have reviewed and agreed this policy in accordance with the legal requirements and/or recommendations of good practice.

Having agreed the policy, the Trustees undertake to review or amended the policy if the:

- Government or local authority, i.e. Oxfordshire County Council, produce new or revised regulations and/or guidance;
- Trust identifies and recommends changes which will serve to improve the policy, support the implementation of the policy and/or the related policy processes.

APPROVED BY THE BOARD OF TRUSTEES

Chair of Trustees: Jonathan Hopkins Signature: Jonathan Hopkins

Chief Executive: Fiona Hammans Signature: Fiona Hammans

RESPONSIBLE BODY

Within this policy “responsible body” means the Trust and/or Trustees of the Abingdon Learning Trust. The responsible body will endeavour to ensure that the level of related training, support, financial and non-financial resources are adequate to fulfil the responsible body’s functions in respect of this policy statement and associated processes.

RESPONSIBLE PERSONS

The responsible persons accept the responsibility and accountability, delegated to them by the responsible body, and undertake to ensure adherence to, and the implementation of this policy statement and associated processes.

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1.0 INTRODUCTION

Early Years education is the foundation for all future learning. It is a holistic education that encompasses all learning and development. Young children need an environment which is healthy, safe and secure, where they are able to grow in confidence and fulfil their potential. The Foundation Stage at Rush Common School provides a stimulating and enabling environment where pupils can: play, explore, experiment, investigate, develop confidence, be curious, grow and learn. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) in the relevant schools of the responsible body.

1.1 The Early Years Foundation Stage (EYFS) sets the standards that the school 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.

1.2 The EYFS seeks 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 individual child and are assessed and reviewed regularly.

2.0 LEGAL RESPONSIBILITIES

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

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Data Protection Act 1998.

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

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

3.0 LEARNING & DEVELOPMENT

The requirements relating to learning and development cover:

- the areas of learning and development which must shape activities and experiences for children in all early years settings;
- the early learning goals that providers must help children work towards;
- assessment arrangements for measuring progress and requirements for reporting to parents and/or carers.

3.1 The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

- 3.2 The EYFS learning and development requirements comprise:
- the seven areas of learning and development and the educational programmes
 - the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
 - the assessment requirements.
- 3.3 The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

The Prime Areas

- Personal, Social and Emotional development
- Communication and Language
- Physical Development

The Specific Areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and design.

- 3.4 It is our aim that most children will have successfully achieved, and some, gone beyond, the early learning goals by the end of their time in the Foundation Stage. However, we recognise that some children will still be working towards the goals. Links and arrangements between the Foundation Stage and Year 1 staff will ensure that these children continue to have access to an appropriate curriculum.
- 3.5 The school follows the welfare requirements in the 'Statutory Framework for the Early Years Foundation Stage'. These relate to children's welfare, staff, premises, environment and equipment, organisation, documentation and reporting.

4.0 SAFEGUARDING & WELFARE REQUIREMENTS

The requirements related to safeguarding and the welfare children cover the steps that the responsible body and responsible must take to keep children safe and promote their welfare.

- 4.1 The responsible body has a Safeguarding & Child Protection Policy and recognizes that 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.

Hence the responsible body is committed to the creation and maintenance of high quality learning environments which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

- 4.2 The responsible accepts the responsibility to take all necessary steps to keep children safe and well, by:
- safeguarding children;
 - ensuring the suitability of adults who have contact with children;
 - promoting good health;
 - managing behaviour; and
 - maintaining records, policies and procedures.
- 4.3 In accordance with the responsible body's Safeguarding Policy, which is aligned to the with the guidance and procedures of the relevant Local Safeguarding Children Board:
- staff will maintain a level of alert to any issues of concern in the child's life at home or elsewhere.
 - includes an explanation of the action(s) to be taken when there are safeguarding concerns about a child;
 - details actions to be taken in the event of an allegation being made against a member of staff;
 - includes the use of mobile phones and cameras in the responsible body's school(s).
- 4.4 The responsible body undertakes to ensure that there is a designated person to take lead responsibility for safeguarding children in every setting. The lead practitioner: is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Children Board;
- must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required;
 - must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- 4.5 The responsible body undertakes to:
- train all staff to understand their safeguarding policy and procedures;
 - ensure that all staff have up to date knowledge of safeguarding issues.

Such training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may 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 or that a girl may have been subjected to (or is at risk of) female genital mutilation 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;
 - or inappropriate sharing of images.

- 4.6 The responsible accepts that if employees have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.
- 4.7 The responsible body accepts the requirement to inform Ofsted of:
- any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
 - the action taken in respect of the allegations.

Such notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

5.0 **OUR ETHOS ON LEARNING THROUGH PLAY**

The responsible body:

- recognises that young children learn best when they are active;
- understands that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Therefore, the responsible body believes that Early Years education should be as practical as possible and the responsible body's Foundation Stage has a strong ethos of learning through play, as:

- Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language.
- Play is also flexible and able to suit the preferred learning style of the child and can provide multiple ways for children to learn a variety of different skills and concepts.

- 5.1 The responsible body's practitioners provide both structured and unstructured play opportunities; inside and outside. Such activities are designed to engage children in practical, first hand experiences which will support them to discover, explore, investigate, develop their personal interests and areas of curiosity, and help them to make sense of the world around them as they begin to learn specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework.

6.0 **ASSESSMENT & RECORD KEEPING**

The responsible body acknowledges that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

- 6.1 Within the relevant responsible body's schools, on entry to Foundation class children will be assessed to provide a benchmark by which to measure predicted achievement of the individual. Ongoing evidence is stored electronically. Teachers regularly record judgements against objectives, supported by a range of evidence. These records are collated termly and used to profile pupil progress over time.

- 6.2 The responsible person, in collaboration with the school's EYFS team, will conduct observations of the children and ensure:
- systems are in place to ensure all children are observed regularly;
 - observations are conducted by the Foundation Stage teachers and Teaching Assistants;
 - such observations are recorded, clearly dated and filed in the child's profile;
 - observations are shared and discussed with Early Years staff so that the observations can be used to inform future planning;
 - observations are shared with parents/carers at Parent/Teacher consultations.

- 6.3 Children's achievements at the end of the Foundation Stage are summarised according to the Early Years Foundation Stage Profile. A written report covering all areas of the Foundation Stage curriculum is given to parents/carers at the end of the academic year.

7.0 **ASSESSMENT AT THE END OF THE EYFS: THE EYFS PROFILE (EYFSP)**

The responsible body and responsible person(s) undertake to ensure that, in accordance with the Statutory framework for the early years foundation stage:

- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.
- The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- The Profile reflects:
 - ongoing observation;
 - all relevant records held by the setting;
 - discussions with parents and carers,
 - and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development must be assessed against the early learning goals.
- Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.
- If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.
- If a child moves during the summer term, the responsible person and the other relevant providers must agree which of them will complete the Profile.
- The Profile must be completed for all children, including those with special educational needs or disabilities.
- Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. The responsible

person should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

8.0 **INFORMATION TO BE PROVIDED TO THE LOCAL AUTHORITY**

The responsible body and responsible person:

- accepts the requirement, when requested by the local authority, to report EYFS Profile results to the local authority;
- recognises that the local authority is under a duty to submit such data to the relevant Government department.
- welcomes the local authority to enter school premises to observe the completion of the EYFS Profile;
- permits the local authority to examine and take copies of documents and other articles relating to the Profile and assessments;
- is committed to and accepts the responsibility for participating in all reasonable moderation activities specified by the local authority;
- undertakes to provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

9.0 **MEDICINES**

The responsible body:

- must promote the good health of children attending the setting;
- must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious,
- must take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

9.1 The responsible has and implements a policy, and procedures, for administering medicines, which includes systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.

9.2 The responsible provides training for staff where the administration of medicine requires medical or technical knowledge. However, prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).

9.3 The responsible body undertakes to:

- ensure that medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer;
- ensure that a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

10.0 **FOOD & DRINK**

Children are provided with healthy, balanced and nutritious meals, snacks and drinks. The responsible body must record and act on information from parents and carers about a child's dietary needs, and before a child is admitted to the school the responsible body must obtain information about the pupil's:

- special dietary requirements;
- preferences and food allergies;
- special health requirements.

Fresh drinking water must be available and accessible at all times.

10.1 The responsible body has undertaken to ensure schools:

- have an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary;
- suitable facilities for the hygienic preparation of food for children;
- have confidence in that those responsible for preparing and handling food are competent to do so.

10.2 The responsible will:

- notify Ofsted of any food poisoning affecting two or more children cared for on the premises;
- make the notification as soon as is reasonably practicable, but in any event within 14 days of the incident.

11.0 **ACCIDENT OR INJURY**

The responsible person will ensure:

- there is a first aid box accessible at all times with appropriate content for use with children;
- a written record of accidents or injuries and first aid treatment is maintained;
- parents and/or carers are informed of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

The responsible person must:

- notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken;
- make the notification as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. (Failure to comply with this requirement without reasonable excuse is an offence.)
- must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

12.0 **MANAGING BEHAVIOUR**

The responsible person:

- is required to manage children's behaviour in an appropriate manner;
- must not give, nor threaten to give, corporal punishment to a child and must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

13.0 **SAFETY & SUITABILITY OF PREMISES, ENVIRONMENT & EQUIPMENT**

The responsible body undertakes to:

- ensure that premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises;
- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, in accordance with the school's emergency evacuation procedure;
- have, and maintain, appropriate fire detection and control equipment, and that fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

14.0 **DISABILITY DISCRIMINATION STATEMENT**

It is unlawful to discriminate against pupils with disabilities. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification.
- It fails, without justification to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled pupils may face and remove them before a disabled pupil is placed at a substantial disadvantage.

15.0 **RISK ASSESSMENT**

The responsible body must ensure that:

- all reasonable steps are taken to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks;
- staff practice and risk management is supported through the provision of written risk assessments in relation to specific issues;
- risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

16.0 **OUTINGS**

Children must be kept safe while on outings and although risk assessment do not need to be in writing, the responsible body must:

- assess the risks or hazards which may arise for the children;
- identify the steps to be taken to remove, minimise and manage those risks and hazards. ensure that the assessment(s) include consideration of adult to child ratios;
- ensure that the vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

17.0 SPECIAL EDUCATIONAL NEEDS

The responsible body must:

- have arrangements in place to support children with SEN or disabilities;
- have regard to the Special Educational Needs Code of Practice;
- identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO).

18.0 INFORMATION & RECORDS

The responsible body:

- must maintain records and obtain and share information with parents and carers, other professionals working with the child, the police, social services and Ofsted as appropriate to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.
- must enable a regular two-way flow of information with parents and/or carers;
- should, if requested, incorporate parents'/carers' comments into children's records;
- must ensure records are easily accessible and available;
- must ensure that confidential information and records about staff and children is held securely and only accessible and available to those who have a right or professional need to see them;
- must be aware of their responsibilities under the Data Protection Act 1998 and where relevant the Freedom of Information Act 2000;
- must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. must provide parents and/or carers with access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act 1998;
- must be retain records relating to individual children for a reasonable period of time after they have left the provision.

19.0 INFORMATION ABOUT PUPILS

The responsible body must record the following information for each pupil in their school(s):

- full name;
- date of birth;
- name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child);
- which parent(s) and/or carer(s) the child normally lives with;
- emergency contact details for parents and/or carers.

20.0 INFORMATION FOR PARENTS & CARERS

The responsible body must make the following information available to parents and/or carers:

- how the EYFS is being delivered in the school, and how parents and/or carers can access more information;
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;
- how the school supports children with special educational needs and disabilities;
- food and drinks provided for pupils;
- details of the policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the school;

- staffing in the school; the name of their child's key person and their role;
- a telephone number for parents and/or carers to contact in an emergency.

21.0 **COMPLAINTS**

The responsible body has a written policy and procedure for dealing with concerns and complaints from parents and/or carers. In support of such policy and procedure the responsible person undertakes to:

- keep a written record of any complaints, and their outcome;
- investigate written complaints relating to their fulfilment of the EYFS requirements;
- notify complainants of the outcome of the investigation within 28 days of having received the complaint;
- provide Ofsted – on request, with record of complaints.

21.1 The responsible undertakes to:

- make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the EYFS requirements;
- notify parents and/or carers that the school is to be inspected by Ofsted;
- following a inspection by Ofsted supply a copy of the report to parents and/or carers of children attending on a regular basis.

END