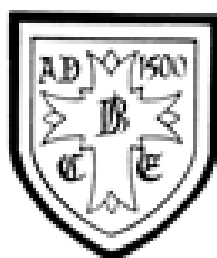


Berkswell C of E Primary School



Early Years Foundation Stage Policy

2026/2027



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Introduction

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential.'

Statutory Framework for the Early Years Foundation Stage, dated 13 July 2026 and effective from 1 September 2026.

In a safe and nurturing environment, our early years children at Berkswell CofE Primary School learn how to build relationships, understand their feelings, begin to self-regulate, develop physical strength and understand how to be healthy. They experience the awe and wonder of the world around us, develop a love of learning, the joy of storytelling and develop a rich vocabulary. They learn early Literacy skills, including systematic synthetic phonics, and Mathematical skills to be school ready.

Our Christian Vision

At Berkswell C of E Primary School our Christian vision of **Love, Togetherness and Aspiration** run through everything we do in, as we 'inspire all to shine'.

God is love. We are created out of God's overflowing love; we find our destiny in God's love.

Love is a very important part of our school. Love underpins everything that we do. It is very much the 'why' of who we are. Love is evident in our relationships with each other and in our actions to support our community and our world. Through fostering this love, we encourage children to be outward looking and to become courageous advocates of change. This goes beyond simply knowing about issues; it is about taking action, challenging injustice and becoming agents of change.

God is a community of love. We find our fulfilment in becoming a community of love.

By emphasising the value of unity, we create a sense of togetherness which supports and celebrates individuality, reinforcing a sense of belonging. Pupils are actively encouraged to recognise the value of every individual and to embrace diversity. There is a tangible sense of acceptance within our school. We recognise the importance of children understanding that togetherness is at-oneness and not sameness. Though we recognise there will be times when we disagree, we are rooted in a genuine shared love, where we encourage children to forgive and rebuild relationships.

In God's community of love we are uniquely precious, called to make our unique contribution to God's world.

All members of the school community are encouraged work hard to ensure that everyone has the opportunity to flourish. We celebrate the uniqueness of individuals and that we have all been made in God's image with talents and dreams which we aim to nurture. With God's help we can achieve great things. We encourage children to persevere, develop resilience and achieve their best. We foster a love of learning from the very onset with a focus on developing self-belief and confidence. Through this, children can take their place in the world, becoming the individuals God created them to be, positively contributing to the life of the school, and to the local and global community.

Aims & Objectives

We aim to ensure our children will be:

Respectful: Each child recognises their own self-worth, the worth of others and that of the environment, developing a social conscience, valuing the diverse society we live in.

Ready to learn: Each child has a strong, positive and confident attitude, which ensures are both physically and emotionally ready to learn.

Resourceful: Each child shows initiative, asks thought-provoking questions and is equipped with a variety of strategies to enable them to learn. Independence is seen as a vital skill and is developed from the beginning of their school journey.

Reflective: Each child is able to think deeply and meaningfully about their learning and about themselves as individuals.

Able to Reason: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds, which will help them to become good investigators and communicators.

We support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, spiritually, physically, creative and intellectually to their full potential. We are fully committed to inclusion, ensuring that all children, including those with SEND, EAL and disadvantaged backgrounds, access a broad and ambitious curriculum through high-quality adaptive teaching, targeted support and responsive provision. Barriers to learning are identified early and addressed so that every child can flourish.

Our aims at Berkswell C of E Primary School are:

- To provide children in the Early Years with the opportunity to learn, develop and grow in all Prime and Specific areas as indicated in the 'Statutory Framework for the Early Years Foundation Stage' (13 July 2026, effective 1 September 2026): Personal, Social and Emotional Development, Communication and Language, Physical Development. Literacy, Mathematics, Understanding the World, Expressive Arts and Design.
- Early Literacy skills, including the development of ambitious language, the joy of storytelling and systematic synthetic phonics as a priority.
- To create a welcoming, safe and nurturing environment instilling the school's fundamental core values and Christian faith.
- For our children to learn how to build relationships, understand their feelings and how to self-regulate.
- For our children to develop a richer vocabulary and understand the pragmatics of language; what to say, how to say it, when and why.
- To excite our learners, and provide high levels of enjoyment and wellbeing. We strive to achieve this by being fully inclusive, and understanding the importance of child-centred learning; actively encouraging children to make choices, be independent and follow their own interests.
- For our learners to experience the awe and wonder of the world around us, therefore building on their cultural capital, and develop their love of learning, and high levels of engagement.
- Enable our learners to take risks, be creative and engage in open-ended experiences, building on their prior knowledge; enabling them to know more, remember more and do more.
- When planning, to consider the Characteristics of Effective Teaching and Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.
- To create an environment in which children feel that their thoughts and opinions are listened to and valued; thereby promoting the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
- To work in partnership with parents and other members of the community in supporting and celebrating the learning and strengths of each individual during their time in our Early Years Foundation Stage.

Our Professional Pledges:

The staff working in Early Years at Berkswell C of E Primary School will:

- Strive to build nurturing, positive relationships with children, so that children feel safe, happy and cared for by their key person.
- Create a safe, welcoming and nurturing environment.
- Have a very good knowledge and understanding of the 'Statutory Framework for the Early Years Foundation Stage' (13 July 2026, effective 1 September 2026).
- Have a very good understanding of child development and pedagogy, and how children develop physically and academically in their Early Years.
- Provide quality interactions and use observational assessment to understand learning and accurately assess their learning and development.
- Provide high-quality interactions using the ShREC approach, supporting children to Share, Respond, Expand and Connect their ideas.
- Use adaptive teaching strategies to ensure all children access the same curriculum, including explicit modelling, scaffolding and precise questioning.
- Use ongoing observation to identify barriers early and adapt teaching and provision in the moment.
- Ensure all children, including those with SEND, can demonstrate their learning in a variety of ways (e.g. talk, role play, practical application, ICT).
- Work closely with the SENDCo to ensure Assess–Plan–Do–Review (APDR) is embedded in daily practice and provision is responsive.
- Build relationships and endeavour to know the child, from the moment they come into school and to enable the environment to support their learning and development.
- Plan transitions carefully, between each year group, and those children new to school.
- Engage in the play partner role to support, scaffold and extend thinking through demonstrating and questioning to provoke deeper level thinking.
- Create and manage a stimulating environment; present resources in appealing ways, interesting artefacts which invites intrigue and exploration and richer vocabulary development.
- Model ambitious vocabulary, and well-articulated, grammatically correct language, used in meaningful and contextual conversations, and expanding and recasting language.
- Use the outdoor environment to embrace the unique learning opportunities it has to offer, for children to work on a large scale, embrace and learn about nature and develop physically.
- Work collaboratively with all colleagues.
- Provide support to parents, through weekly newsletters and learning workshops.

EYFS Curriculum Intent

Our Early Years curriculum is developed to support children lead healthy and active lives, know how to keep safe and share their feelings appropriately. Children develop their early literacy and mathematical skills, and their love of learning, to be school ready.

The curriculum throughout FS1 and FS2 is progressive. It is designed with the knowledge, skills and vocabulary to be acquired in the seven areas of the Early Years Foundation Stage. It is progressive and draws on prior knowledge as we believe this means our children will know more and remember more, as learning is transferred to long term memory.

To support the delivery of the curriculum, the use of Objective Led Planning in FS1 and FS2 show how to move learning forwards by indicating groups of children who are not on track, their current attainment and their next steps for learning. In addition, the careful planning of the continuous provision, is assessment led, built on previous learning, and include enhancements to excite learners, and provide support and stretch opportunities as children revisit.

At the end of their Early Years Foundation Stage journey, our intention is for the children to have acquired the knowledge and skills to achieve the Early Learning Goals.

Implementation

Learning through play is critical to develop confidence to enable children to explore, problem solve and develop interactions with others. We believe children are driven by curiosity, therefore our environments and resources are, where possible, linked to children's interests as we believe high levels of engagement lead to high levels of attainment. Similarly, open ended experiences enable children to experience, use and understand skills, which they can store and later retrieve from their long-term memory to help assimilate a new experience; knowing more, remembering more. Through hooks to learning and children's interests, the continuous provision is assessment led and enhanced to provide stretch and support opportunities. Experiences are skill-based whereby resources or concepts are introduced to challenge thinking and build on their skill development, linked to prior learning. Through a structured learning through play curriculum, all children experience a balance of adult-led and child-initiated activities and experiences. The balance shifts more to adult led in FS2 as children prepare for Year One.

Teaching in Early Years at Berkswell C of E Primary School is underpinned by high-quality adaptive teaching. Practitioners anticipate barriers and adapt teaching, resources and interactions to ensure all children can access learning. This includes explicit modelling, scaffolding, repetition and precise questioning to support and extend children at different stages of development.

Language is central to learning. Structured approaches such as Talk Through Stories and Language for Thinking provide planned opportunities for children to develop vocabulary, rehearse ideas and deepen understanding. Adults model ambitious vocabulary and support children to apply language across all areas of provision.

Continuous provision is assessment-led and responsive, ensuring learning is adapted to meet needs identified through observation and gap and strength analysis. This ensures children 'keep up, not catch up'.

Our environments are vocabulary rich. Our enabling environments and resources are carefully chosen to promote language and introduce vocabulary that is contextually meaningful for children. The joy of storytelling is promoted daily through the sharing of key texts, and our learners become immersed in story and develop new and varied story language. The specific teaching of vocabulary and sentence starters is modelled and scaffolded by practitioners during independent play.

The teaching of early English skills, both reading and writing is woven throughout continuous provision. In FS1 the skills to be phonologically aware are developed through spoken language, physical activity, functions of print and the ability to symbolise. During the summer term in FS1 and daily in FS2 the teaching of systematic synthetic phonics is taught through Floppy's Phonics. This enables all our learners to develop their phonics knowledge of individual sounds, combinations of sounds, their graphemes and how to build and segment words; the early reading skills at a pace and level appropriate to them. Consistency of the programme enables children to revisit, practise and apply their new learning, and increase reading fluency.

The teaching of early mathematical skills is woven throughout the continuous provision. In FS1 the joy of number rhymes, songs and stories accompany the CPA (concrete, pictorial, abstract) approach of teaching early mathematical skills. In FS2 a deeper understanding of number and transference of different models and skills is taught daily using maths mastery materials.

Impact

Assessment

Assessment in Early Years at Berkswell C of E Primary School is **inclusive, continuous and rooted in professional judgement**. Practitioners develop a secure understanding of each child through observation, interaction and parental contributions, ensuring that all children, including those with SEND, are accurately understood from their starting points.

We use a combination of both formative and summative assessment, which is key to the teaching and learning cycle. Formative assessment such as the use of Objective Led Planning, identify children who are working towards the same objective, and their next steps for learning. It enables the practitioner to target individuals during engagement in their chosen play, and also target those children who are not on track. Observational assessments, minute by minute assessments enable practitioners to provide immediate feedback to support or stretch, giving them their next steps for learning, in the moment.

Our curriculum journey is defined in our Long term overviews and end of year goals. In the moment observations, practitioner discussions and reference to our long term overview enables practitioners to decide which children are on track and which are not on track. In addition, examples of children's work is gathered for evidence when they have demonstrated new or applied learning, (both when working with an adult, or during a child-initiated experience). Trackers for key skills are also used.

Summative assessments are gathered at the end of each term, and practitioners indicate whether children are working 'on track' or 'not on track/emerging' for each of the seven areas of the EYFS curriculum. From this, provision, planning and interventions are planned accordingly. End of term assessments are also used to provide gap/strength analysis – facilitation through Continuous Provision, whereby areas of learning that require support are identified, and how they will be enhanced to support. At the end of FS2 children are reported to have achieved the Early Learning Goals in the 17 areas of learning, or emerging. This indicates which children are working at Age Related Expectation.

For children with SEND, assessment focuses on small-step progress, communication, engagement and independence, rather than solely age-related expectations. The Assess–Plan–Do–Review (APDR) cycle ensures that needs are clearly identified, provision is targeted and impact is regularly reviewed, with adjustments made where necessary.

Curriculum Organisation

The Early Years Foundation Stage curriculum is delivered through the statutory framework, and underpinned by the principles that: **every child is unique** and is constantly learning to be resilient, capable, confident and self-assured; that children learn to be strong through **positive relationships**; that children learn and develop well in **enabling environments** in which their experiences respond to their individual needs and there are strong partnerships between practitioners and parents and carers, and that children **learn and develop** in different ways.

Provision and teaching are adapted to ensure accessibility for all learners, including those with SEND, through flexible, responsive planning and high-quality adult interaction.

The characteristics of effective teaching and learning are key to becoming a successful learner, they represent the learning process and underpin all EYFS areas: Playing and exploring, active learning, creating and thinking critically. The curriculum encompasses the Prime and Specific areas of learning;

- Prime Areas: Personal, Social and Emotional Development, Communication and Language, Physical Development.
- Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Timetables are carefully planned to ensure a broad and balanced curriculum coverage, and adapted to cohort needs. FS1 focuses primarily on the Prime Areas of learning, which are the basis for successful learning in the four Specific Areas. The balance will shift towards a more equal focus on all areas of learning as the children move through the early years and grow in confidence and ability in the three Prime Areas.

FS2 timetabling enables the teaching of Floppy's Phonics and Literacy every morning, with the afternoon sessions dedicated to maths and RE teaching and the other areas of the EYFS curriculum, with opportunities for children to apply their key skilled learning through play opportunities.

As a school we have adopted Floppy's Phonics as our approach to the teaching and learning of phonics, early reading and writing, which is embedded into the EYFS curriculum and used a stepping stone into KS1. In mathematics we have adopted a CPA (concrete, pictorial and abstract) approach in FS1 -this again is reflected in pedagogical approaches to teaching and learning in the early years, with a key focus on number sense and Mastering Number in FS2.

Inclusion

Teachers set high expectations for all children in Early Years Foundation Stage and value all our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We are committed to creating a fully inclusive environment, where all children—particularly those with SEND, EAL and disadvantaged backgrounds—can access the same ambitious curriculum and achieve their full potential. Early identification of need is a priority. Children's starting points are established through baseline assessment, parental contributions and observation, enabling practitioners to identify strengths, needs and barriers quickly.

High-quality adaptive teaching ensures all children can access learning through modelling and scaffolding learning and language, adapting questioning and expectations, providing alternative ways to record learning (e.g. talk, role play, video) and adapting resources and environments.

Provision for children with SEND is planned through the Assess–Plan–Do–Review cycle, ensuring needs are clearly identified, provision is targeted and purposeful, and impact is monitored and adapted.

We work closely with parents, the SENDCo and external agencies to ensure provision is effective, inclusive and responsive.

Continuous provision is adapted to support communication and language development, independence and self-regulation, physical and sensory needs, and social interaction and collaboration.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at our induction meeting and our home visit sessions.
- Providing a handbook of information about commencing FS1 and FS2 at Berkswell C of E Primary School.
- Outlining the school's expectations in the Home-School agreement.
- Inviting new starters to spend time in our FS1 class and FS2 class if they do not currently attend FS1. This takes place during the Summer term.
- Providing an induction meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- 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 Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through the Reading record and school newsletters.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offering two 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 both FS1 and FS2.
- 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 'Stay and play' sessions, worships, workshops, Christmas Nativity play and sports day etc.

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. If the child is already attending our FS1 provision then, he/she will be very familiar with the staff and setting and we envisage a very seamless transition.

Starting FS1 – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and learn more about the School. This is an opportunity for staff to:

- Go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Purchase uniform and book bag if requested
- Explain the arrangements for the gradual induction in to reception

If a child is not already attending our FS1 but will be starting in the FS2 we organise new class sessions. The children are able to come in to school to meet their new class teacher for these sessions during the summer term. Parents can

leave their child during all sessions. This means that before they join their new class the FS2 environment is already a familiar place to them.

When children join the school in September, we operate a staggered start in order for children to gradually adjust to their new surroundings, settle in with a smaller amount of children and develop relationships with staff.

Transition into Early Years is personalised where needed, particularly for children with SEND, including additional visits, staggered starts and close liaison with parents, previous settings and external professionals.

FS2 to Year 1 Transition

Transition from FS2 to Year 1 is carefully planned and extended over time to ensure all children, particularly those with SEND, feel secure, confident and ready for the next stage of learning.

This includes:

- Multiple planned visits for Reception children to Year 1, gradually increasing in length and familiarity
- Year 1 staff visiting FS2 regularly, observing children in continuous provision and engaging in play and learning alongside them
- Opportunities for children to build relationships with new adults in familiar environments
- Gradual introduction of Year 1 routines and expectations
- Detailed sharing between EYFS and Year 1 staff of starting points, progress, SEND needs, successful adaptations and interventions
- Additional transition support for children with SEND, including personalised visits, visual supports and adapted routines

Transition is seen as an ongoing process rather than a single event, ensuring all children move confidently into Year 1 ready to continue their learning journey.

School wrap-around provision

On a daily basis we offer afternoon sessions for children who attend the morning FS1 session and whose parents wish them to stay in school for a longer day. This is run by a nursery teacher allowing for continuity from the morning to the afternoon session. TA's supervise our Early Years children over lunchtime supporting them over this important part of the day. In addition to this we also offer before and after school provision, beginning at 7:30am until school begins and after school until 6:00 pm.

For children attending school-run before/after-school or holiday provision, the EYFS safeguarding and welfare requirements continue to apply to all children aged 0-5. Where wraparound care is solely for children who normally attend Reception or an older class during the school day, the EYFS learning and development and assessment requirements do not apply. Where younger EYFS children attend, the provision continues to be guided by the learning and development and assessment requirements, and staff work with parents/carers and relevant practitioners to agree the support offered.

Safeguarding & Welfare

At Berkswell C of E Primary School, we understand that we are legally required to comply with the learning and development, assessment, safeguarding and welfare requirements set out in the Early Years Foundation Stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026.

To create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence. To take all necessary steps to keep children safe and well.

To:

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

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 provide them with choices to help them develop important life skills. 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.

The Head Teacher is designated to take lead responsibility for safeguarding children at our school. The Head Teacher (DSL) is responsible for liaison with local statutory children's services agencies, and with the LSCB. She provides support, advice and guidance to all staff on an ongoing basis, and on any specific safeguarding issues as required. The Deputy and our after school provisions manager are also DSL trained.

We train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the Head Teacher enables all staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

Safeguarding requirements from 1 September 2026

Safeguarding policies and whistleblowing - Our safeguarding procedures set out the action to take where there are concerns about a child or allegations against staff, how mobile phones, cameras and other electronic devices with imaging or sharing capabilities are used, how the suitability of new recruits is checked, and how safeguarding training is delivered and embedded in practice. Appropriate whistleblowing procedures apply to all staff, students and volunteers so that concerns about poor or unsafe practice can be raised and acted upon.

Child absence and attendance - Absences are followed up in a timely manner. Where a child is absent without notification or for a prolonged period, the school will attempt to contact parents/carers and alternative emergency contacts, consider patterns of absence and the child's circumstances and vulnerability, and refer concerns to children's social care and/or request a police welfare check where appropriate. Expectations and procedures are set out in the school Attendance Policy.

Safer recruitment, suitability and references - The school follows the safer recruitment and suitability requirements in the EYFS framework and Keeping Children Safe in Education. Appropriate identity, qualification, enhanced DBS and, where required, children's barred-list checks are completed before staff, students or regular volunteers begin relevant work. At least one written reference is obtained before recruitment. Staff and prospective staff must disclose relevant information that may affect their suitability, subject to the legal rules on protected convictions and cautions. Occasional supervised volunteers who only help out occasionally are managed through the school's risk-assessment and volunteer procedures.

Safeguarding training - All practitioners receive safeguarding training that meets the criteria in Annex C of the EYFS framework. The DSL provides ongoing support, advice and guidance. Safeguarding training is renewed at least every two years, with refresher training considered where needed to maintain knowledge and respond to changes or concerns.

Staff:child ratios - Staffing arrangements meet children's needs and ensure their safety. In our maintained nursery class for children aged three and over, there is at least one member of staff for every 13 children, including a school teacher and at least one other member of staff who holds an approved level 3 qualification (or is otherwise approved to be included in the ratio at level 3). Reception classes comply with infant class size legislation, normally no more than 30 pupils per school teacher during an ordinary teaching session.

(See Safeguarding Policy and Child Protection Policy)

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Safer eating - Meals, snacks and drinks provided are healthy, balanced and nutritious and fresh drinking water is always available. Information about dietary requirements, preferences, allergies, intolerances and special health requirements is obtained before admission and kept up to date. At mealtimes and snack times, responsibility for checking each child's food and drink requirements is clear. Children are always within sight and hearing of staff while eating, and there is a member of staff in the room with a valid full paediatric first aid certificate. Food is prepared and served in ways that reduce choking risk and staff remain alert to allergic reactions and choking incidents.

Children's screen use - From 1 September 2026, the school has regard to Department for Education guidance on children's screen use in early years settings. Screen use in FS1 and FS2 is limited, carefully planned, age-appropriate and linked to a clear learning, communication or accessibility purpose. Children do not access screen content without adult oversight, and screens do not replace high-quality interaction, practical play, stories, physical activity or outdoor learning. Appropriate assistive technology for children with SEND is considered according to individual need.

Mobile phones, cameras and digital content - The school's safeguarding arrangements set out how mobile phones, cameras and other electronic devices with imaging or sharing capabilities may be used. Digital content is checked before use and children's privacy and safety are prioritised.

Banned dog breeds - Banned dog breeds within section 1 of the Dangerous Dogs Act 1991, including the XL Bully type, must not be kept or present on the school premises at any time, including where a dog has a certificate of exemption.

Sleeping arrangements - The detailed safer-sleep requirements for children under two do not apply to Berkswell's EYFS provision because FS1 and FS2 cater for children aged three and over. Where an EYFS child needs to rest or sleep because of a medical condition, disability or other identified need, an individual plan and risk assessment will specify safe supervision and care arrangements.

Intimate Care - "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, intimate care is to do with personal hygiene.

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. Intimate care plans, if required, are created in liaison with parents, class teachers and the Senco.

Accident or Injury

At Berkswell School there is a first aid box accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. Parents and/or carers are informed of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given. There is always an Early Years Paediatric First Aider available.

Managing Behaviour

At Berkswell School we have a clear behaviour management policy, and procedure. All staff, in conjunction with the Head Teacher is responsible for behaviour management.

Documentation

It is the responsibility of those working in Early Years Foundation Stage to follow the principles stated in this policy. The Head teacher will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

Monitoring and Review

This policy has been written by the EYFS Lead, after consultation with and the agreement of the Foundation Stage team and the whole school staff, to meet the requirements outlined in the Statutory Framework for the Early Years Foundation Stage. It will be reviewed at least annually and sooner where statutory requirements change.

All children, including those with SEND, demonstrate progress from their starting points through increased independence, improved communication and greater engagement in learning.