St Wulfram's National Church of England Primary School

LINCOLN ANGLICAN ACADEMY TRUST
DIOCESE OF LINCOLN

EYFS Policy

EYFS Policy

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' (Statutory Framework for the Early Years Foundation Stage 2021)

The Early Years Foundation Stage (EYFS), from birth until the end of Reception year, is the beginning of a child's learning journey, providing the foundations to make the most of their abilities and talents as they develop to become lifelong learners.

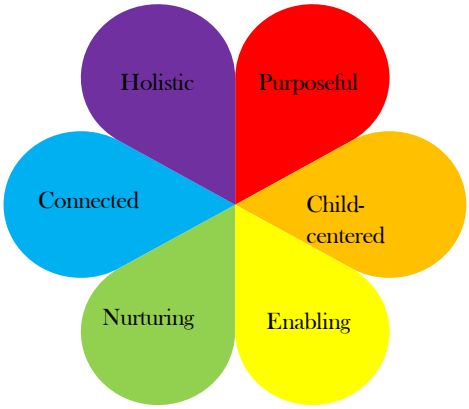
At St Wulfram's National Primary, the term EYFS is used to describe the children that are in our Reception Class – Ark Class – who are supported by a team of professional, caring and well-trained staff whose practice is shaped by the four guiding principles: every child is a unique child; children learn to be strong and independent through positive relationships; children learn and develop best in enabling environments with teaching and support from adults; and practice must be adjusted to reflect and support the different rates at which children learn to ensure that the holistic development and learning of each child is of utmost importance.

Aims

At St Wulfram's National Primary, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We understand that children develop quickly in the Early Years and a child's early experiences have a major impact on their future life chances. This is a crucial time for developing their enjoyment of learning, their engagement and motivation. This policy sets out how we aim to provide:

- A broad and balanced curriculum which builds on children's interests and experiences, giving them the wide range of knowledge needed for good progress through school and life.
- High expectations encouraging them to develop perseverance, independence, and self-belief so that they can problem solve and achieve far more than they expected.
- Opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- A learning environment that helps children achieve their potential, achieve good progress from their starting point and support those who need additional help in order to maximise their successes.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Choice and decision-making, fostering independence and self-confidence.
- Opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community.
- Close partnership with parents and/or carers, valuing their contributions.

Intent



We are committed to giving our children the best start to school life and do this by offering a curriculum that is holistic, purposeful, child-centered, enabling, nurturing and connected. Our curriculum nurtures each child's personality, propensities and strengths across seven key areas of learning and development: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world; expressive arts and design.

It is our intent to provide a curriculum that enables meaningful learning by building upon the interests, actions and experiences of our children and making connections with their community and the wider world. Our thoughtful, purposeful curriculum is designed to ensure progression and depth, securing knowledge with concepts and skills that are both connected and sequenced. Opportunities to consolidate learning are woven through the inter-connected curriculum that inspires a love of learning through rich literature and learning experiences beyond the classroom.

At St Wulfram's National Primary, we adopt a holistic approach to children's learning and development - social-emotional, physical, linguistic and cognitive - in an enabling, language-rich environment where children feel safe, valued and inspired. Considering the challenging backgrounds that many of our children come from, our curriculum is ambitious and primarily

intends to diminish the difference across the prime areas of learning: communication and language; personal, social and emotional development; and physical development. We also aim to ensure that our learning environment is a safe space where children feel inspired and motivated to become lifelong learners.

We will encourage children to develop independence within a secure and friendly atmosphere; to support children in building relationships through the development of social skills such as cooperation and sharing; to help each child to recognise their own strengths and achievements through experiencing success and by developing the confidence to work towards personal goals. Our high expectations will enable each child to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will offer a structure for learning that has a range of starting points and unlimited availability for development through a wide range of new and exciting first-hand experiences that will give children the opportunity to consolidate, explore and test their skills, knowledge and understanding alongside existing experiences. We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

We also consider it important develop relationship with parents, they are the expert in their child and a key advocate for their success. Parental engagement is crucial to a child's success and by establishing positive, nurturing relationships with children and their families, each child can flourish and achieve their potential.

Our curriculum is designed to ensure that children's positive start to school life extends beyond their experience in EYFS.

Implementation
The Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. The final year of the EYFS is referred to as the reception year. Children start Reception full time in September of the school year they will be five.

Overarching Principles

The Early Years Foundation Stage is based on four distinct but complementary principles that shape practice in Early Years. This policy explains how our practice is underpinned by these four principles:

1. Unique Child

At St Wulfram's National Primary, we celebrate the uniqueness of each child by offering personalised learning opportunities and through working closely with families and professionals from other settings who have knowledge of the child.

In our school, every child matters. Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture, valuing diversity of individuals within our school and community.

We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer. At St Wulfram's National Primary, we recognise the importance of early intervention in supporting a child's physical, cognitive, social, emotional and behavioural development. Early intervention can take different forms, from supporting parents and/or carers, school-based programs and additional support at school from appropriate teaching staff. We 'scaffold up' provision for all ability levels within school and, if deemed appropriate after discussion with parents and/or carers, support from outside agencies. The class teacher will be responsible for identifying and planning for individual needs with help from the SENDCo if applicable.

Our full procedures are outlined in the school's SEND Policy.

2. Positive Relationships

At St Wulfram's National Primary, we recognise that children learn to be strong, confident, and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

"When parents and/or carers and staff work together in Early Years settings, the results have a positive impact on children's development and learning"

We recognise that parents and/or carers are children's first and we value the contribution they make. We recognise the role that parents and/or carers have played, and will continue to play, in educating their children. To ensure we maximise this understanding we:

- Meet with parents prior to their child joins our school.
- Offer visits prior to children starting the school – including stay and play sessions and taster days.
- Offer welcome and information evenings to parents.
- We hold termly meetings for parents and/or carers, during which the teacher and the parent discuss the child's progress and next steps for learning.
- We invite parents in to share in learning opportunities with their child, including stay and read sessions.
- We use Class Dojo as a communication tool between teachers and families, enabling parents and/or carers and family members to have a window to their child's learning. The use of the built-in translation tool, available in Class Dojo, bridges the language barrier to those who do not have English as their first language.
- Use the Learning with Parents platform to share the children's reading journey and progress.
- We share activities that can be done at home to support learning.
- We send home phonetically decodable *Little Wandle Letters & Sounds* books and library books, encouraging parents and/or carers to make comments in their child's reading record.
- We provide support videos linked to specific areas of learning to help parents and/or carers in the home learning environment, including phonics.
- We provide end of year reports which outline the progress and achievement of each child.
- We celebrate children's achievements with their parents and/or carers, including weekly Celebration Worships and termly 'Celebrations of Learning' to share learning journeys and journals.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them so that every child's learning and care is tailored to meet their individual needs.

3. Enabling Environments

At St Wulfram's National Primary, we recognise that the physical and human environment play a key role in inspiring, supporting and extending the children's development. The environment in our EYFS classrooms regularly changes to match the needs and interests of our cohorts. These changes happen in response to information gathered from observing the children and assessing their ongoing needs and development. Areas of continuous provision, indoors and outdoors, are regularly enhanced with carefully selected resources to further develop and extend a theme or topic and in response to children's interests. These resources are described as 'enhancements' and are outlined in planning documentation.

We aim to create an attractive and stimulating learning environment where children feel secure, confident and challenged to develop their independence. The learning environment is divided into a variety of different areas, such as role-play; reading; writing, mathematics; music; creative; messy play; sand; water; construction; and small world. These areas will vary depending on the needs of the children. Literacy, maths and reading are core strands that are entwined through all areas of learning. Our learning environments enable learning by providing challenges, inspiration, tasks and language. The environments are organised to enthuse children to explore and learn securely and safely, where children can independently find and locate equipment and resources.

The children also have daily, access to the outdoor learning environment. Access to the indoor and outdoor learning environments has a positive effect on the children's development. The outdoor environment offers a perfect companion to the indoor provision in all weathers, working in harmony and providing a complementary environment that enhances and extends what we offer children indoors.

Being outdoors offers further opportunities to explore, use their senses, develop their language skills and be physically active. It provides opportunities for doing things in different ways and on different scales than when indoors and allows children greater space to be physically active and exuberant. Exuberant movement on a much larger scale increases enjoyment, relaxation, vitality, openness, self-confidence and self-knowledge.

Effective learning builds on and extends prior learning and follows children's interests. We begin by observing the children to find out about their individual experiences, interests, stage of development and learning needs. We then use this information to plan challenging, but achievable, activities and experiences to extend their children's learning.

We also consider that an effective learning environment is key for developing both children communication and social skills. The classroom set up is designed to provide safe communication zones and opportunities in which children can explore, play and communicate freely with their peers, supported and guided through careful adult interactions. For example, in the sand and water area resources are arranged to facilitate language around, shape, size, and pouring, capacity, sorting and investigation.

4. Learning and Development

At St Wulfram's National Primary, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand they are inter-connected. Through our teaching and learning we ensure that children feel secure at school and develop a sense of well-being and achievement. Our staff understand how children develop and learn and consider this when they plan learning opportunities.

We strive to provide a tailor-made, connected curriculum that engages and inspires our children, providing them with memorable experiences which prepare them for their next stage of learning. There are seven areas of learning and development that must shape educational provision in early year's settings. The children will cover all seven areas of the curriculum and our carefully planned curriculum helps children work towards the corresponding Early Learning Goals throughout their reception year.

All the areas are important and interconnected. Three 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:

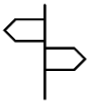
1. Communication and Language.
2. Physical Development; and
3. Personal, Social, and Emotional Development.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

We deliver learning for all seven areas through planned, purposeful play and learning experiences, with a balance of adult-directed learning, child-led learning and learning that is led by the child but extended by an adult's sensitive intervention. Staff also plan various other activities to help extend children's learning beyond their own experiences, making connections to their community and the wider world. These activities can include educational trips to the wider community, visits from inspiring individuals, themed days and whole-school enrichment opportunities.

We provide an equal balance of learning across the play spectrum, providing an equal balance of learning that is child-led, adult-directed and led by the child but extended by an adult's sensitive intervention:

	Child-led		We ensure opportunities for children to play are at the heart of our EYFS curriculum. Children have uninterrupted time to play – VIP (Very Important Play) time - and be in control of their learning by choosing the spaces and resources that they would like to use and why.
	Child-led but extended by an adult's sensitive intervention		Adults build sensitive, supportive relationships with children to best support their play in an intentional, supportive way. The pedagogy of sustained shared thinking is part of our intentional teaching approach, helping extend children's learning by sensitively intervening with specific goals or outcomes in mind through questioning and enhancements. Staff are able to introduce children to what we mean by the different subjects taught discretely in KS1 and KS2, ensuring that our curriculum develops the knowledge, skills, dispositions and working theories that serve as the foundations for lifelong learning across discrete subjects.
	Adult-directed		Key knowledge, concepts and skills can be explicitly taught as part of adult-directed learning. This includes a daily phonics lesson following *Little Wandle Letters & Sounds* programme, a mathematics fluency session, 'Oracy Time' and story time. In reception, adult-directed learning in phonics, writing and Math's are recorded in books. These will contain daily (phonics) and when appropriate weekly (writing) written tasks that are linked to the focus of the learning that week. While most mathematic lessons take a practical approach in EYFS, books will be used to record children's WOW moments. These records are a way of monitoring progress in their literacy and mathematics skills over the year will be shared with parents regularly throughout the year.

The Characteristics of Effective Learning

When planning the curriculum at St Wulfram's National Primary, consideration is given to children's futures and our responsibility to support children's ability to learn and think for themselves. In a complex and rapidly changing world, we best prepare children by promoting positive dispositions: providing living experiences of making choices; innovating; taking responsibility; facing challenge; thinking flexibly and critically; and learning how to learn so that they will be able to respond to their unfolding futures. We also do this by providing opportunities to build characteristics of effective learning:

1. ***Playing and Exploring***

Children's play reflects their wide-ranging interests and preoccupations. We believe that, through play, young children achieve their highest learning potential. Playing with peers is especially important for children's development.

Through play, our children explore and develop learning experiences which help them to make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears and re-live experiences in controlled and safe situations.

2. ***Active Learning***

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. We give children a degree of independence and control over their learning. As they develop their confidence, they learn to make decisions, and this provides children with a sense of satisfaction as they take ownership of their learning.

3. ***Creativity and Thinking Critically***

When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Sensitive, intentional adult support in this process enhances their ability to think critically and ask questions.

We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by practising sustained shared thinking: showing interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and may choose to move them around the classroom to extend their learning.

Planning

Staff consider the individual needs, interests and development of each child in their care, using this information to plan a challenging and enjoyable experience for each child across all areas of learning and development. Adults working with our youngest children ensure a strong foundation for children's development in the three prime areas set out in statutory framework for the early years foundation stage. The four specific areas of learning provide children with a broad curriculum and opportunities to strengthen and apply the prime areas of learning through extending vocabulary and making connections.

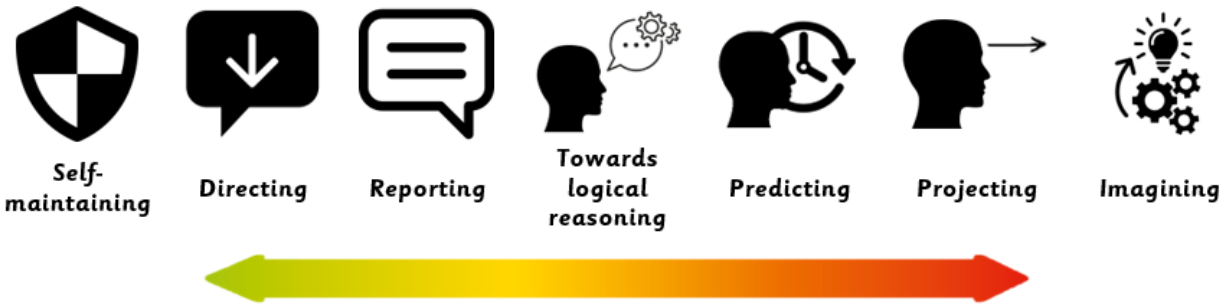
A thematic approach, enriched by high-quality texts, is used by the EYFS teacher as a vehicle to deliver the children's next steps in learning and inspire weekly planning. These themes are outlined in our long-term planning which includes key texts, key vocabulary and enrichment opportunities. However, the teacher may make adaptations in response to the observed needs, assessment, achievements and interests of the children which help inform next steps in learning and lead the direction of the planning.

Our medium-term planning identifies the intended learning for children across all seven areas of learning. The objectives are planned with direction from the non-statutory curriculum guidance for the EYFS, **Development Matters (2021)** and ***Birth to Five Matters (2021)***. The Reception teachers work closely with all adults in the EYFS to plan for progression. All staff are involved in evaluating provision, planning and enhancements to support and extend children's learning, having high ambition for all children.

Additionally, some learning is taught discretely as part of adult-directed sessions: phonics, literacy (word reading), handwriting, maths, RE, music and PE learning. As soon as children join our reception class, they begin daily *Little Wandle Letters & Sounds* phonics sessions. In addition to this, children take part in reading sessions three times per week, as a

minimum, as per the phonics programme of learning. Children also follow a bespoke Mathematics curriculum designed in conjunction with Jenny Cook Maths Consultancy based in the core principals of developing a secure number sense, through building on existing knowledge, revisiting and retrieval.

Throughout the curriculum, Joan Tough's language development framework (1977) is used to effectively plan and lead high-quality structured conversations that enable Sustained Shared Thinking (Sylva et al. 2010) and bring about a shared language of learning across the play spectrum.



The Role of the Adult

We believe that it is vitally important for adults to support and extend children's learning and development through a sensitive, intentional teaching approach during play, whereby teachers act with specific goals or outcomes in mind in every area of children's learning. Learning should be personalised by building on the child's interests, reflecting on what they have learned and sensitively pointing out where they could build on their skills. Adults will:

- Question, respond and engage the child in extended conversations that support sustained shared thinking.
- Extend vocabulary and knowledge, over time, by building on prior knowledge and making connections with previous experiences.
- Encourage children's independence.
- Add resources that stimulate, motivate and engage the learner.
- Model and collaborate with children.
- Help children to see connections in their learning.
- Move child's thinking from 'everyday' concepts to discrete subject concepts.
- Support, reassure, encourage and celebrate.
- Encourage children to be problem solvers and investigators.
- Help children to learn how to negotiate and resolve conflict.
- Observe and assess learning.
- Record judgments and plan for next steps in learning.
- Provide feedback to children, other adults, parents and/or carers.
- Ensure the environment is safe and secure.
-

The Role of Parents and/or Carers

"When parents and/or carers and staff work together in Early Years settings, the results have a positive impact on children's development and learning"

Parents and/or carers can be involved in our EYFS in a variety of ways:

- Support will be positively encouraged and welcomed. This support may involve interacting and working with children while they are engaged in activities within school or at home.
- Stay and learn alongside their child on special themed days throughout the year.
- Participate in learning workshops provided throughout the year, workshops enable parents and/or carers in reception to gain a deeper understanding of how their children are taught and learn.
- Share learning from outside of school using Class Dojo.
- Join us for academic trips.
- Build a partnership with teaching staff that is based upon a high level of trust and communication; a partnership within which our children can develop to their full potential.

See our *Home School Agreement* and *Parent Code of Conduct* for expectations to achieve an atmosphere of mutual understanding.

Pupil Feedback

Staff provide sensitive, supportive feedback to children. Feedback focuses on children's efforts, highlighting what has gone well and sensitively suggesting what they might have done differently. In doing so, staff support and celebrate children's curiosity, problem-solving and reasoning skills. Where necessary, written feedback is provided by staff which aligns with our whole-school feedback policy. Children's work is annotated where necessary (using a green pen), giving the context to the piece of work and/or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment.

Staff build a clear, authentic picture of each child's capabilities through ongoing assessment that involves both observation and interaction. Assessment enables staff to support and extend children's learning by better understanding the children's levels of achievement and interests to shape teaching and learning experiences, ensuring that children's next steps are met through planning and teaching in the moment. Staff record what is deemed significant for individuals to celebrate specific and notable advances in their development. Areas of concern are also identified, and any additional support is provided within the context of the learning environment.
Summative assessment is responsive and reactive to the child and the situation. Diagnostic assessment tools are used to help identify gaps or patterns in progress, both individually and as a cohort. This quantitative method helps measure progress, tracking the impact of the curriculum and additional support.

Impact

At St Wulfram's National Primary, routines are clear, consistent and highly effective, minimizing cognitive overload and engineering efficiency in the classroom to maximise children's learning and development. High expectations are set throughout the provision, modelled by teaching staff and celebrated by all members of the school community. As a result, children can be attentive to the cognitive demands of engaging with new learning and making connections with prior knowledge.

From their own unique starting points, our high expectations will ensure that all children will achieve Good Level of Development and/or make excellent progress across all areas of learning. This progress will be evidenced in learning journeys, books, data and staff's knowledge of the child.

By the end of Reception, children develop into thoughtful individuals who uphold school values. Children will develop their 'Characteristics of Effective Learning' and be able to apply these to a range of situations, giving them the best foundations to prepare them for a life-long learning journey.

Assessment and recording systems

Ongoing formative assessment is an integral part of the learning and development process at St Wulfram's National Primary. Throughout Early Years, the children's knowledge, understanding, skills and achievements are assessed and tracked using the careful designed Lincoln Anglican Academy Trust in conjunction with the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'. As part of our daily practice we observe and assess children's development and learning to inform our future plans. Our assessment depends on us getting to know our children and, to this end, we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. It involves staff knowing children's stages of progress, achievements and interests in order to shape teaching and learning experiences for each child to ensure they continue to reach their full potential. Assessment at St Wulfram's National Primary does not involve prolonged breaks from interaction with children and does not require excessive paperwork or recording.

Children are observed in all areas of the curriculum and significant observations (WOW Moments) are recorded to show personal achievements. When assessing whether a child is at the expected level of development, staff draw on their knowledge of the child, and recorded WOW moments alongside their own professional judgement against age-related expectations.

Ongoing, formative assessment means that pupil progress is continuously monitored to ensure excellent progress and the early identification of children requiring additional support and scaffolds. Summative data is collected four times per year (first 6-weeks, December, April and June) to help monitor pupil progress and inform professional dialogue.

In addition, *Little Wandle Letters & Sounds* assessments are carried out on a half-termly basis, as per the programme of learning, to ensure children that require additional intervention are identified and supported.

Statutory Assessments

The Reception Baseline Assessment (RBA) is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within six weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the RBA, then we will assess them within six weeks of starting with us at St Wulfram's Primary.
The RBA is carried out by the class teachers using an online program and an iPad or a laptop, one-to-one with each child. Once the RBA has taken place and it has been input into the online program, it will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way.

The main purpose of the RBA is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of Year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

In the final term of the Reception year, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each child. Staff must indicate whether children are meeting expected levels of development or if they are not yet reaching expected levels (emerging) across the seven areas of learning contained in the statutory framework for the EYFS. Each child's level of development is recorded as 'emerging' or 'expected' against the 17 Early Learning Goals (ELGs).

EYFS Profile data is used to:

- Inform parents and/or carers about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning.
- Support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers.
- Help the Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

The EYFS Profile provides an accurate national data set relating to levels of child development at the end of the EYFS. The Department of Education uses this to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally (school level results will not be published in the performance tables).

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and we establish effective partnerships with those involved with the child at other settings, including previous nurseries or childminders.

Children attend introductory sessions to Ark Class to develop familiarity with the setting and staff. They receive a booklet containing photos and information to build familiarity and support transition.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development as measured against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Staff facilitate opportunities to build relationships with other children and staff across the school community and support children's transition into Year 1. Transitions are carefully planned, and time is given to ensure continuity of learning and development. During times of transition, at both the beginning and end of their Reception year, discussions are had with professionals, families and children to ensure an effective, responsive and appropriate curriculum is planned that is vertically integrated and meets the needs of all children.

Safeguarding

At St Wulfram's National Primary, we recognise 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. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and have regard to the 'Keeping Children Safe in Education', 'Working Together to Safeguard Children' statutory guidance and the 'Prevent duty guidance for England and Wales'.

We endeavour to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools **Safeguarding** and **Health and Safety policies**. An annual audit is completed to ensure systems are in place to cover all aspects outlined in section three of the Statutory Framework.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and/or carers and outside agencies. See our separate school policies on ***Equality and Diversity***, and ***SEND***.

Monitoring and Evaluation

It is the responsibility of the EYFS staff to follow this policy.