



The Blue Coat School

POLICY FOR THE EARLY YEARS FOUNDATION STAGE

This Policy for the Early Years Foundation Stage was devised by the Head of Pre-Prep in consultation with colleagues in the school.

Date of Next Review: Lent 2022

POLICY FOR THE EARLY YEARS FOUNDATION STAGE

I. AIMS

1.1

The fundamental principles of the Early Years Foundation Stage (EYFS) underpin the provision for EYFS children at The Blue Coat School. These are as follows:

- **Unique Child:** At The Blue Coat School staff aim to ensure that every child is happy, secure, valued and confident. Every child is a unique individual who can be resilient, capable, confident and self-assured and who enjoys learning and thinking for him or herself.
- **Positive Relationships:** The relationships which the children develop with each other and with the staff are central to their happiness and lay the best possible foundations for their future. The growth of social skills and empathy amongst the children is encouraged. Staff aim to work in partnership with parents to enable the children's learning and development to be supported at home.
- **Enabling Environments:** A supportive and safe environment is provided in which every child can flourish and learn at his or her own pace and in his or her own individual way through play and through structured and creative activities.
- **Learning and Development:** The role of the staff is to stimulate and encourage the children's development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations. High quality early learning is promoted to give the children a broad range of knowledge and skills thus providing the right foundations for good future progress through school and life. Staff recognise that children develop and learn in different ways and at different rates.
- **Characteristics of Effective Teaching and Learning:** Staff aim to ensure that the different ways in which children learn are reflected in their planning and practice. The characteristics of effective teaching and learning are: Playing and Exploring; Active Learning; and Creating and Thinking Critically.

1.2

The children's spiritual, moral, social and cultural development and the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted at The Blue Coat School throughout the EYFS. Examples of the ways in which these are actively promoted include:

- The Blue Coat School Values (Be Truthful and Kind, Cheerfully Try Hard, Show Respect)
- Collaborative working – sharing ideas and turn taking
- Self-selecting activities
- Open-ended questioning
- Respectful open-ended discussion
- Respectful self-assessment and shared achievements and celebrations
- Positive feedback for effort, success and self-awareness of next steps (Growth Mindset philosophy)
- Provision of a range of books with themes covering tolerance, mutual respect and democracy
- Sharing traditional stories and books by a range of authors
- Assembly stories covering a range of topics
- Activities related to religious and cultural celebrations and traditions
- Activities related to people who help us in the community and at school
- Activities related to care for the environment and for wildlife.

2. STRUCTURE

2.1

The Blue Coat School is for children from ages 2 to 11. Buttons Nursery is for the youngest children aged 2 and 3 with provision for a maximum of 48 children. The Buttons Nursery building has three rooms for the children's use. The two rooms at either end of the building ('Ladybird' and 'Caterpillar') are for general play whilst the central room ('Butterfly') is for messy play and creative work and it is also where the

children eat. There are folding doors between the rooms so different room spaces can be created as required. All three rooms can be accessed independently from the corridor. The children are allocated to the Ladybird or Caterpillar Rooms. The outdoor play area can be accessed directly from all three rooms.

2.2

The Pre-Prep Department is housed in two buildings. There are three classes of twenty children in each of the four year groups. Children in the Early Years Foundation Stage are in Transition classes (3 and 4 year olds) or Reception classes (4 and 5 year olds). Children spend a year in their Transition class before moving into a Reception class. They remain as a class group until the end of Year 1.

2.3

Children may attend Buttons Nursery for three, four or five mornings or three, four or five full days. Children in Transition must attend for five full mornings or five full days. In the Trinity Term they must attend for five full days. In Reception all of the children must attend full-time.

3. ADMISSIONS

3.1

Details about the admissions procedures are set out in the whole school Admissions and Attendance Policy and Procedures. Application Forms are available on the school website, in Reception, in Buttons Nursery and in the Pre-Prep Office. Application Forms are also available from the Admissions Registrar.

3.2

The Blue Coat School participates in the Government's Early Education Entitlement Scheme for 3 and 4-year old children for an agreed number of hours.

3.3 Tea Parties

3.3.1

The children and their parents are invited to attend a Tea Party in Buttons Nursery at the end of the term prior to their admission. They have the opportunity to meet their Key Person and some of the other children who are due to start in Buttons Nursery.

3.3.2

The children and their parents are invited to attend for the Moving Up Day in July. Parents have the opportunity to meet the Class Teacher and the Teaching Assistant as well as other parents. The Head of Pre-Prep and Deputy Head Pre-Prep provide information for parents at the Moving Up Day to outline some of the practices within Transition and Pre-Prep.

4. STAFFING

4.1

The Head of Pre-Prep has overall responsibility for the Early Years Foundation Stage. In her absence, responsibility for the EYFS would be assumed by the Deputy Head Pre-Prep. These staff are also supported in their responsibilities for the EYFS by the Buttons Nursery Manager.

4.2

The Buttons Nursery Manager has responsibility for the management of Buttons Nursery. She is supported by experienced staff including a Deputy Manager and a Room Leader.

4.3

The staffing qualification and staffing ratio requirements of the current Statutory Framework for the Early Years Foundation Stage are met at all times during the school day, including in Morning Care and Aftercare.

4.4

The children in Buttons Nursery are assigned to a Key Person who has responsibility for their welfare, learning and development. The Key Person is responsible for liaising with each child's parents and/or carers

to discuss each child's progress and to suggest ways in which further learning and development can be supported at home.

4.5

In Transition and Reception, the Key Person is the Class Teacher. The Class Teacher has responsibility for the welfare, learning and development of the children in the class. Each Class Teacher is supported in this role by a full-time Teaching Assistant. Class Teachers liaise with each child's parents and/or carers to discuss each child's progress and to suggest ways in which further learning and development can be supported at home.

4.6

Parents are informed of the name of the Key Person for their child prior to starting and their role is explained at the Buttons Nursery Tea Party, the Transition Moving Up Day and in the Parents' Handbooks which are issued annually.

4.7

One of the Transition teachers is the Transition Year Group Leader and one of the Reception teachers is the Reception Year Group Leader. These teachers are responsible for co-ordinating planning, observations and assessments across the year group and for ensuring that relevant information is conveyed to parents.

4.8

Each Class Teacher in Transition and Reception has responsibility for overseeing at least one of the areas of learning and development in Pre-Prep to ensure that the children are given appropriate experiences and opportunities.

4.9

The Pre-Prep SENCO is the Special Educational Needs Co-ordinator (SENCO) for the EYFS. She is responsible for the SEND provision and learning support provision for children in Buttons Nursery and in Pre-Prep which includes children in Transition and Reception. The Buttons Nursery Manager assists the SENCO by supporting the Buttons Nursery staff in their provision for children with SEND or learning support needs. The SENCO liaises closely with the Assistant Head Academic Development and the Head of Pre-Prep to plan the provision for these children. These staff also liaise closely with EYFS staff to ensure that any planned interventions are implemented.

5. THE EARLY YEARS FOUNDATION STAGE CURRICULUM

5.1

The Early Years Foundation Stage is distinct and important in its own right. It forms a secure basis upon which future learning can be built, and it offers children new experiences in order to extend their skills, develop their confidence and build on what they already know to take their learning forward. In planning the curriculum for children in the Early Years Foundation Stage, emphasis is placed on challenging and enjoyable play-based learning with a balance of child-initiated and adult-led activities. Play-based learning enables the children to develop and grow in confidence as they learn to explore, think about problems and relate to one another.

5.2

The curriculum planned for children in this stage is based upon the Early Learning Goals, which establish expectations for most children to achieve by the end of the Early Years Foundation Stage. The Early Years Foundation Stage is organised into three prime areas of learning: Communication and Language; Physical Development; and Personal, Social and Emotional Development; and four specific areas of learning: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. All of these Areas of Learning and Development are inter-connected and are essential in building the children's capacity to learn, form relationships and thrive.

5.3

The Buttons Nursery Key Person or Class Teacher ensures that each child is given the opportunity to progress in each of these areas of learning according to his or her individual needs, interests and stage of development. The prime areas are the main focus of planning for Buttons Nursery staff to ensure that the children are given the key skills and capacities to develop and learn effectively.

5.4

Equality of opportunity is promoted for all children including those with special educational needs or disabilities. Further details are set out in the following whole school policies which are available for parents: Policy for Equal Opportunities; Disability Discrimination Policy and the Policy for Special Educational Needs and Disability.

5.5

The Buttons Nursery Key Person or Class Teacher provides opportunities for children whose home language is not English to develop and use their home language in play and learning as far as is reasonably possible. The children are also given opportunities to reach a good standard in English language. Further details about this are given in the whole school Policy for English as an Additional Language.

5.6

Learning takes place both indoors and outdoors. The Buttons Nursery Play Area is used for outdoor play every day by Buttons Nursery children. Transition children use the Early Years Play Area and Reception children use the main playground for outdoor play. Each of the Transition and Reception classes has two timetabled outdoor learning sessions in the Early Years Play Area every week. The extensive school grounds are also used for outdoor learning activities. A weekly timetabled slot is allocated for each of the Transition and Reception classes to use Forest School for half a term under the guidance of a trained Forest School practitioner. Forest School can also be used at other times during the school week subject to availability. Reception children have a weekly swimming lesson in the school swimming pool.

5.7

The wide range of equipment in the Pre-Prep Gym is used by children in Buttons Nursery, Transition and Reception each week to support their physical development.

5.8

Buttons Nursery children have a weekly music session with a music specialist. Transition and Reception children have a music lesson each week with a music specialist. Transition and Reception children also have access to iPads and Chromebooks which are booked out for use within the classroom. The Ladybird and Caterpillar Rooms in Buttons Nursery and all Transition and Reception classrooms have Interactive Whiteboards which are used during the course of the day.

6. OBSERVATION AND ASSESSMENT

6.1

Observation and assessment is integral to ensuring that each child's progress is recognised, that their needs are understood and that activities and support are planned to enable progress to be maintained and needs met. Staff use observations and assessments to understand the child's level of achievement, interests and learning styles so that learning experiences can be planned.

6.2

In Buttons Nursery a Baseline Assessment (Early Support Summary Profile) is carried out for each child within the first few weeks of a child starting. These are reviewed towards the end of the child's first half term to enable the child to settle and to ensure that planning is relevant for the needs of the individual child. These form the starting point for the Buttons Nursery Profile Folder for the child. Any concerns identified are discussed with the Buttons Nursery Manager, the Pre-Prep SENCO and the child's parents.

6.3

Baseline assessments are also carried out in Transition during the first half term to assess the child's starting points. These are reviewed throughout the year to enable progress to be monitored and to ensure that staff continue to plan for the needs of each child. Any concerns identified are discussed with the Pre-Prep SENCO and the child's parents.

6.4

Staff routinely observe and assess each child's progress in each of the Areas of Learning and Development. These observations and assessments, together with parents' and/or carers' observations are used to plan further learning experiences for each child according to his or her level of achievement, interests and learning styles. Observations might take the form of dated notes, photographs, snapshot observations or

focused observations. In Buttons Nursery, the Buttons Nursery Profile Folder is used to record aspects of each child's progress. In Transition and Reception individual observation and assessment records are kept for each child as they progress towards the Early Learning Goals of the Early Years Foundation Stage.

6.5

The Key Person will discuss any concerns about a child's progress in any of the Areas of Learning and Development with his or her parents and/or carers so that an appropriate programme of support can be planned. Advice from other professionals may be sought if necessary. Further details about provision for children with SEN are set out in the whole school SEND Policy.

6.6 Two-year Old Progress Checks

6.6.1

Buttons Nursery staff complete a Two-year Old Progress Check for children in Buttons Nursery when each child is aged between 24 and 36 months (unless this check has been completed at the child's previous setting). This is usually completed prior to a Parents' Evening but it can also be provided for parents to inform the Healthy Child Programme health and development review at age two to enable strengths to be identified as well as any developmental delay and any particular support from which it is thought that the child or family might benefit.

6.6.2

The Key Person assesses and records the progress of each child's development in the three prime Areas of Learning and Development: Communication and Language; Physical Development; and Personal, Social and Emotional Development. The Key Person will discuss the Progress Check and the next areas of development for the child with his or her parents and invite parental comments as part of the Check. The Key Person will also discuss ways in which parents and/or carers can support their child's learning and development at home.

6.6.3

The child's strengths are identified in the Progress Check together with any areas where the child's progress is slower than expected and where additional support might be needed. The Check will also highlight any concerns that a child may have a developmental delay (which may indicate SEN or disability.) It will also describe the activities and strategies that will be adopted to address any issues or concerns.

6.6.4

A targeted plan to support a child's future learning and development is devised if any significant areas of concern are identified in the Two-year Old Progress Check. If it is thought that it would be helpful to share the information from the Progress Check with other relevant professionals, then the consent of parents and/or carers is sought beforehand. The Buttons Nursery Manager or the Pre-Prep SENCO will also provide support and guidance to staff and parents, as required.

6.7 Early Years Foundation Stage Profile

6.7.1

At the end of the Reception year a detailed EYFS Profile is completed for each child. This summarises their progress against the Early Learning Goals for each of the Areas of Learning and Development as determined by the Statutory Framework for the Early Years Foundation Stage. For each Early Learning Goal, the child's progress is judged to be meeting 'Expected' levels, 'Exceeding' the expected levels or not yet reaching the expected levels ('Emerging'). Parents are informed about these judgements in respect of the Early Learning Goals in the end of year report. A comment is also made about each child's Characteristics of Effective Learning. Parents are given the opportunity to discuss this report at a Parents' Evening. The EYFS Profile results are submitted to Birmingham Local Authority. Reception teachers attend Local Authority moderation meetings when required and are available for moderation visits from the Local Authority on request. Year 1 teachers are also given the EYFS Profile reports together with details of each child's skills and abilities in relation to the three Characteristics of Effective Learning and these are discussed with them.

6.7.2

If a child moves to a new school during the academic year then staff at The Blue Coat School send their assessment of the child's level of development against the Early Learning Goals within 15 days of receiving a request from the relevant school. Similarly, if a child joins The Blue Coat School during the Reception year, then a request for this information is made to the child's previous school.

7. WELFARE

7.1 Safeguarding

7.1.1

As part of The Blue Coat School's ethos, all staff are committed to the highest standards in protecting and safeguarding the welfare of the children entrusted to their care at all times. The school follows the procedures laid down by the current version of 'Keeping Children Safe in Education' and other relevant publications and it also follows the procedures laid down by the Birmingham Local Safeguarding Children Board (or any local safeguarding partners) as part of its commitment of care. The Safeguarding and Child Protection Policy is enforced rigorously throughout the school. This Policy is updated annually and approved by a sub-committee of the governors. All staff are then required to read the Policy.

7.1.2

The Head of Pre-Prep is the Designated Safeguarding Lead (DSL) for Buttons Nursery and Pre-Prep. The DSL is responsible for liaising with local statutory children's services agencies and with the Local Safeguarding Children Board (or any local safeguarding partners). The DSL provides support, advice and guidance for other staff on any specific safeguarding issue on an ongoing basis as and when required. The DSL regularly attends training in child protection as do all staff. Safeguarding and child protection training forms part of the induction procedures for new members of staff and volunteers. Records are kept of all training attended. The Deputy Head Pre-Prep is one of the Deputy DSLs at the school, the others being the Deputy Head Academic, the Deputy Head Pastoral and Co-Curricular and the Sports Centre Manager.

7.1.3

Staff are fully aware of their responsibilities under the Prevent duty and training is provided for staff in this aspect of safeguarding. Further details are set out in the Safeguarding and Child Protection Policy.

7.2 Staffing

7.2.1

The recruitment process, as set out in the school's Recruitment Policy, includes checking the suitability of applicants, obtaining enhanced criminal records checks and barred list checks, and checking their qualifications to ensure that they are valid and full and relevant for staff in the EYFS. Records are kept of all such checks. The procedures in the Policy for Staff Induction are followed for all new staff which includes training in their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection and health and safety. The name, home address and telephone number of all staff are recorded.

7.2.2

All staff are required to sign the staff Code of Conduct each year. This sets out the requirements regarding disqualification from working with children and the requirement to declare any convictions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at The Blue Coat School). Requirements about the use of mobile phones and cameras are set out in the Code of Conduct and staff are referred to related school policies with which they are required to comply.

7.2.3

INSET days are held regularly and staff are encouraged to attend training courses to further their skills, knowledge and understanding and to ensure that a quality learning experience is provided for the children.

7.2.4

The Buttons Nursery Staff Handbook and the Pre-Prep Staff Handbook are updated annually. Requirements about the use of medication and other substances are set out in these Handbooks and in the Code of Conduct. Staff are required to read the relevant Staff Handbook and comply with its contents.

7.2.5

Supervision is provided for staff on a regular basis by the Head of Pre-Prep, the Deputy Head Pre-Prep and the Buttons Nursery Manager. Staff are given the opportunity for confidential discussions about any issues in relation to safeguarding and child protection and children's development or well-being. Through mutual support and teamwork, solutions are identified to address issues as they arise. Coaching is provided to improve the effectiveness of staff as necessary.

7.2.6

Staff appraisals are held on a regular basis in accordance with the school Policy for Continuing Professional Development.

7.3 Daily Routines

7.3.1

Information about the daily routines in Buttons Nursery, Transition and Reception is given in the relevant Parents' Handbook. These include information about before and after school care, daily routines, special educational needs provision, school contact phone numbers and staff lists.

7.3.2

Low beds and a quiet area are provided for children in Buttons Nursery who require a sleep during the day. These procedures are explained to parents as part of the admissions process. Children are checked at regular intervals whilst sleeping and they are supervised by a member of staff.

7.3.3

The School Chaplain leads an informal act of worship for Buttons Nursery children once a week. She also leads celebrations for Harvest, Christmas and Easter with the children. These celebrations are sometimes held in the School Chapel.

7.3.4

Transition and Reception children have an assembly once a week with the School Chaplain. Reception children have year group assemblies on the other days. Assemblies are predominantly Christian but are designed to be respectful of other faiths. One of the Reception assemblies is led by the Head of Pre-Prep. Further details are set out in the whole school Collective Worship Policy.

7.4 Behaviour

7.4.1

The Blue Coat School is committed to establishing and maintaining high standards of behaviour in all aspects of school life. Behaviour includes: personal standards, self-discipline, manners, politeness, respect, pride, general conduct, and attitude. The Buttons Nursery Guidelines and The Blue Coat School Values underpin the standards of behaviour expected of the children. These Guidelines and Values form part of the Behaviour Management and Exclusions Policy and they are set out for parents in the Buttons Nursery and Pre-Prep Parents' Handbook. The Behaviour Management and Exclusions Policy gives full details of the expectations of children in Buttons Nursery and Pre-Prep, outlining the behaviour expected both within and beyond the school gates.

7.4.2

The Key Person in Buttons Nursery and the Class Teachers in Pre-Prep are responsible for the pastoral care of the children. Positive praise rather than negative criticism is used, and children are encouraged to be responsible for their actions and to develop self-discipline. Good manners and behaviour are encouraged, together with a respect for the freedom and property of others. The Behaviour Management and Exclusions Policy gives details of the rewards and sanctions used. If a child's behaviour causes particular concern, parents are informed. Through co-operation between home and school it is hoped that problems can be resolved to the satisfaction of everyone. In the vast majority of cases poor behaviour is soon rectified and issues of concern are speedily resolved. However, the school reserves the right to impose fixed term or permanent exclusions, subject to rigorous procedures, where such sanctions are deemed appropriate or necessary. Children and parents have the right of appeal against such decisions to a Pupil Discipline Appeal Panel.

7.4.3

Staff are supported in their implementation of behaviour management strategies by the Buttons Nursery Manager, the Head of Pre-Prep and the Deputy Head Pre-Prep.

7.5 Health

7.5.1

The Buttons Nursery and Pre-Prep Parents' Handbook outlines some key details of the school First Aid and Health Policy. This policy gives comprehensive details about the school's procedures for this aspect of the children's welfare, including administering medicines, the procedures followed when children are ill or infectious, procedures for children with allergies, the administration of First Aid and recording and reporting procedures. All parents are required to complete a Medical Information and Consent Form prior to their child's admission to the school.

7.5.2

Children in Buttons Nursery and Pre-Prep have access to the school Health Centre which is led by the School Matron. Many of the staff in Buttons Nursery and Pre-Prep have Paediatric First Aid qualifications. Each of the Transition and Reception classes has a Teaching Assistant with a Paediatric First Aid qualification. All of these Paediatric First Aid qualifications are fully compliant and they are renewed every three years. A record of these is maintained by the Head of Pre-Prep and the School Matron and they are recorded in the school First Aid and Health Policy. The requirements for newly qualified staff to have a Paediatric First Aid qualification are also met. Details of those staff who are qualified with a Paediatric First Aid qualification are displayed in Buttons Nursery and in the Pre-Prep buildings. At least one member of staff with a Paediatric First Aid qualification is present during outdoor play. At least one member of staff with a current Paediatric First Aid qualification accompanies each class when the children are on school visits. First aid supplies are kept in various locations around the school and staff ensure that a portable First Aid kit for each class is taken on trips, outings and off-site visits. All accidents are recorded in accordance with the procedures set out in the First Aid and Health Policy.

7.5.3

Parents are expected to telephone either Buttons Nursery or the Pre-Prep Office as early as possible after 8.15 am on the first morning of their child's absence. A brief note should be sent to explain the absence when the child returns to school.

7.5.4

Staff at The Blue Coat School will ensure that the relevant authorities (including the local child protection agency) are informed in the event of a serious accident, illness or injury to, or death of, any child whilst in the care of the school. Notification of the incident and the action taken will be made as soon as is reasonably practicable, but in any case within 14 days of the incident occurring. Any advice from the relevant authorities will be acted upon.

7.6 Special Educational Needs

7.6.1

If a child has medical needs or special educational needs, or requires any special adjustments, parents will be invited to attend a meeting with the Head of Pre-Prep, the School Matron and/or the Special Educational Needs Co-ordinator together with any outside specialist who has been involved with the care of the child, to discuss thoroughly the regime that is most appropriate for his or her individual care, well before he or she joins the school. The school ensures that, as far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities.

7.6.2

If, as a result of the observations and assessments carried out by the Key Person and other relevant staff, it is thought that a child has a special educational need or disability which requires specialist support, this will be discussed with the child's parents and/or carers and they will be supported in accessing appropriate support and help from relevant services and agencies as appropriate. Further details about the procedures are set out in the school's SEND Policy.

7.7 Food and drink

7.7.1

Food is freshly prepared by the school caterers. Menus are displayed in Buttons Nursery and in the Pre-Prep buildings. The food is healthy, balanced and nutritious, with fresh fruit and vegetables available every day. Vegetarian, vegan and Halal options are available. Fruit is provided for all children as a mid-morning snack with a drink of milk or water. Fresh drinking water is available for the children throughout the day.

7.7.2

As far as is reasonably possible no food containing nuts or traces of nuts are served as some children have life-threatening allergies. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the Medical Information and Consent Form and during the pre-admission interview. Parents should inform the school at once if their child subsequently develops an intolerance of any food. The School Matron and/or the Catering Manager are happy to see any parents who have concerns about their child's medical condition, and to devise a special menu, where practically possible.

7.7.3

Staff involved in preparing or serving food are trained in food hygiene.

7.7.4

Lunch is served in the Butterfly Room in Buttons Nursery by a member of the catering department staff with the support of the Buttons Nursery staff. The catering department staff serve Transition lunch in a designated Dining Room and Reception lunch in the main Dining Room. The Transition and Reception children are accompanied to lunch by their Class Teacher and Teaching Assistant. These members of staff usually sit with the children for lunch or alternatively another member of the Pre-Prep staff will sit with the children. Mid-morning snacks are served in the Butterfly Room in Buttons Nursery and in the classrooms in Pre-Prep.

7.7.5

As soon as is reasonably practicable, but in any case within 14 days, the relevant authorities will be notified of any incident of food poisoning affecting two or more children at the school.

7.8 Health and Safety

7.8.1

Regular risk assessments are carried out on rooms in Buttons Nursery and Pre-Prep, other indoor areas, outdoor play spaces and all equipment and toys used by the children, in order to ensure that everything with which they may come into contact has been assessed and that potential hazards are kept to a minimum.

7.8.2

The whole school Health and Safety Policy details the school's procedures for the health and safety of the staff and children. The whole school Fire Safety Policy and Emergency Evacuation Procedure detail the school's procedures in the case of a fire or any other emergency. Basic fire safety rules are also detailed.

7.8.3

'No smoking' signs are clearly displayed at the entrances to all buildings used by children in the EYFS. Smoking is not permitted on the school campus which includes the outside play areas.

7.8.4

In addition to the visits within the school grounds Transition and Reception children are taken on an outing in their year groups in the Trinity Term. Letters giving details of these visits are issued in advance. Parental consent forms are required for each of these visits. Full Risk Assessments are carried out before any such visit and staffing ratios for the outings are adjusted as appropriate. Further details are given in the Policy for Trips, Outings and Off-Site Visits.

7.9 Premises

7.9.1

The spatial requirements as set out in the Statutory Framework for the EYFS are met. Toilets and wash-hand basins are provided for all the children. Separate toilet facilities are provided for adults. Two nappy changing facilities are available in Buttons Nursery.

7.9.2

Staff rooms are available for staff in Buttons Nursery and in Pre-Prep. Rooms are available for confidential discussions with parents.

7.9.3

The school holds public liability insurance and certificates are displayed in various locations.

7.10 Security

7.10.1

All visitors to the school campus are required to report to Reception where they are expected to sign in. They are required to wear security badges and they are escorted throughout their visit. They sign out when leaving. Staff wear identity badges on lanyards.

7.10.2

The Buttons Nursery building is kept locked and the Pre-Prep doors have security coded access.

7.10.3

Children may not leave the campus during the school day unless prior permission has been obtained from the Buttons Nursery Manager, Head of Pre-Prep or Class Teacher. If permission has been granted, parents or carers must report to Buttons Nursery or the Pre-Prep Office to ensure that the child is signed out.

7.10.4

In order to minimise the risk of a child going missing, parents must ensure that their child is fully supervised before the start of the school day. Parents must accompany their child to Morning Care and sign him or her in. Parents are responsible for ensuring that their child is handed over to a member of staff. During the school day the children are supervised both within and outside the buildings. Members of staff check the whereabouts of children at regular intervals throughout the day and especially when the children are moving from one activity to another. Children are registered on arrival in Morning Care, at the start of the morning and afternoon sessions, and in Aftercare. Parents visiting the school during the school day must report either to Buttons Nursery or to the Pre-Prep Office.

7.10.5

Parents must ensure that staff are informed about who will be collecting their child, preferably in writing. At the end of the school day children are handed over to their parents or named carers by their Key Person or Class Teacher. Children attending an after-school activity will be handed over to their parent or named carer by the activity leader. Children attending Aftercare will be handed over to their parent or named carer by the Aftercare staff. Parents or carers must sign to say that they have collected their child from Pre-Prep Aftercare.

7.10.6

Parents or carers should ensure that they collect their child by the specified time. They should telephone the school if an emergency prevents their prompt arrival. Brief details about uncollected children are set out in the Pre-Prep and Buttons Nursery Parents' Handbook.

7.10.7

The following policies give further information on security procedures: Pre-Prep and Buttons Nursery Policy for Lost or Uncollected Children and the Morning Care and After School Care Policy.

8. HOME SCHOOL LIAISON

8.1 Key Person and Class Teachers

8.1.1

Children in Buttons Nursery are allocated to a Key Person who is responsible for the children's pastoral care and for their learning and development. Children are usually greeted by their Key Person and they are dismissed by them wherever possible. The Key Person ensures that information regarding the child is given to parents or carers.

8.1.2

In Transition and Reception, Class Teachers are responsible for the children's pastoral care and for their learning and development. They are supported in this by the Teaching Assistants who work full time in the classrooms with the children. The children are greeted by their child's Class Teacher each morning and dismissed by them at the end of the school day. Class Teachers ensure that information regarding each child is given to parents or carers as necessary. Notebooks are used by Class Teachers to record significant information about each child attending Aftercare so that parents or carers can be informed by Aftercare staff.

8.1.3

Each child's Key Person or Class Teacher will discuss any immediate concerns about a child with his or her parents and/or carers. Appointments can also be made to see the Key Person or the Class Teacher if a longer discussion is required. The Buttons Nursery Manager and/or the Head of Pre-Prep may also be involved in these discussions if necessary. The support of the SENCO is sought if necessary and parents are encouraged to seek the advice of external professionals if appropriate.

8.2 Letters, Topics and Home-School Diaries

8.2.1

Information letters are made available to parents via the parent portal at regular intervals throughout the school year.

8.2.2

Parents of children in Buttons Nursery are given overview information sheets about the topics every half term. More detailed information is displayed on the notice board in Buttons Nursery. Parents of children in Transition and Reception are given half term topic-based planning overviews at the start of each half term. The Transition planning sheets are also displayed on notice boards outside the classrooms.

8.2.3

Reading books are given to children in Reception from the start of the academic year. Children in Transition are given reading books to take home to share with their parents after the first half term. Class Teachers explain the way in which these are to be read with the children. Children in Transition and Reception also have 'Word Books' to take home on a regular basis. Children in Transition and Reception have a Home-School Diary which is used by the Class Teacher and parents to convey messages about the children's reading progress and any other comments as necessary. A 'Focus for the Week' is also included in the Reading Diaries for children in Transition and Reception so that parents can become involved in aspects of their child's learning.

8.3 Parents and Pupil Handbooks

8.3.1

All of the Parents' Handbooks are issued to parents annually. They are also available to parents on the parent portal on the school website, from the Buttons Nursery Office and the Pre-Prep Office.

8.3.2

The Buttons Nursery and Pre-Prep Parents' Handbook gives the school's address. It lists the staff and their qualifications together with contact information. It also sets out the school's vision statement and information about the policies, procedures and practices for Buttons Nursery and the Pre-Prep Department.

8.3.3

The Buttons Nursery Handbook, the Transition Handbook and the Reception Handbook give specific information about these areas of the school and how the EYFS applies to children in these age groups.

8.3.4

Parents of Pre-Prep children attending Morning Care and/or Aftercare are issued with a Morning Care and Aftercare booklet each year giving details of the provision and the staff.

8.3.5

Towards the end of the Trinity Term children who will be in Transition or Reception in September are given a booklet containing photos of key staff for the year group, key areas such as the dining hall and toilets and photos of the classroom.

8.4 Information boards

8.4.1

Information boards are situated in the Buttons Nursery entrance lobby and corridor, in the two Pre-Prep buildings, outside the Aftercare room and outside the Transition classrooms. These contain information about the activities, curriculum, staff, term dates and letters.

8.5 Open Classroom

8.5.1

At the end of the first day of the Michaelmas Term, parents of Reception children are invited to visit their child's classroom to meet the Class Teacher.

8.6 Parent Workshops

8.6.1

Parent Workshops are held for parents of children in Transition and Reception in the Michaelmas Term and again later in the school year. Information is provided for parents at these Workshops and then parents are invited back to the classrooms to work alongside their child on some aspect of their learning.

8.7 Parents' Evenings

8.7.1

Parents' Evenings are held towards the end of every term in Buttons Nursery. The Key Person discusses the child's Buttons Nursery Profile Folder with parents. These folders contain photographic and written evidence of the children's progress in each of the areas of learning and development of the Early Years Foundation Stage. The Key Person also outlines the child's next areas for development.

8.7.2

Formal Parents' Evenings are held in the Michaelmas and Lent Term for parents of children in Transition and Reception. Parents are invited to make an appointment to meet their child's Class Teacher to discuss their child's progress and areas for future development.

8.8 Reports

8.8.1

Children are assessed continually through observations, questioning and whilst working or playing with adults. These observations and assessments are used to inform the written reports. Parents of children in Buttons Nursery are given a copy of the Two-year Old Progress Check after it has been discussed with them. A report is made available electronically to Transition and Reception parents towards the end of the Trinity Term. Parents are invited to attend an informal Parents' Evening at the end of the Trinity Term to discuss the contents of the report.

8.9 Pupil Records

8.9.1

The School complies with the provisions of the GDPR (General Data Protection Regulation). Parents are entitled to have access to their child's developmental records. However, a written request must be made for access to their child's personal file. Parents have the right to make written comments on their child's records, which will then be treated as part of that record.

8.9.2

The following information is recorded for each child in Buttons Nursery, Transition and Reception: 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; and emergency contact details for parents and/or carers.

8.9.3

Staff are made aware of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

8.9.4

Attendance records are maintained for the children.

8.10 School Website

8.10.1

The parent portal on the school website gives details of some forthcoming events and also includes reports on activities and outings. Parents are informed of their user name and password.

8.11 Policies

8.11.1

Copies of key school policies are available on the school website, including this policy and many of those referred to in this document. Some of these policies are in the open access area and some are accessed via the parent portal. Policies are also available in the Buttons Nursery Office and the Pre-Prep Office. Copies of policies can be provided for parents on request.

8.12 School Events

8.12.1

Parents are invited to attend specific events during the year. Parents of children in Buttons Nursery are invited to a Sports Day and end of year Chapel Service in the Trinity Term. Parents of children in Transition and Reception are invited to attend Harvest Thanksgiving Services, a Christmas production, a Carol Service, an Easter Service, a Thanksgiving Service, a Summer Class Assembly and a Sports Day.

9. COMPLAINTS

9.1

The Blue Coat School takes pride in the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with the school's Complaints Procedure. A written record of any complaints and their outcome is kept.

9.2

The Independent Schools Inspectorate (ISI) is responsible for inspecting Buttons Nursery and Pre-Prep. Parents are entitled to make a complaint directly to ISI. Contact details for ISI are given in the Parents' Handbook.

10. RELATED POLICIES, MONITORING AND POLICY REVIEW

10.1

This Policy should be read in conjunction with other related whole school policies including those referred to in this policy.

10.2

A comprehensive review of this Policy is carried out every three years. The Policy will also be monitored to ensure that it complies with statutory requirements and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval. The minutes of this meeting will be presented to the Governors.