

# Castle Camps C. of E. (V.C.) Primary School



## Policy for The Early Years Foundation Stage

Life in all its fullness

**Date Approved by the Governing Body: 22nd September 2025**

**Date for Review: September 2026**

## INTRODUCTION

*All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support.*

*When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.*

(Development Matters 2020)

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.*

(Statutory framework for the Early Years Foundation Stage 2021)

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

- The EYFS seeks to provide:
  - Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
  - A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
  - Partnership working between practitioners and with parents and/or carers
  - Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- The early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements for measuring progress

The EYFS is based upon four overarching principles:

**A unique child:** We recognise every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

**Positive relationships:** We recognise that children learn to be strong and independent forming secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

**Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. Practitioners carefully organise enabling environments for high-quality learning play. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

**Learning and development:** The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active and also be quiet. The classrooms are set up in learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Castle Camps Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

## **CURRICULUM AIMS**

### **At Castle Camps C of E Primary School we aim:**

- To provide robust and effective safeguarding and welfare measures to ensure the safety of all children within our care.
- To provide a happy, caring, safe and secure environment for learning that meets the individual needs and interests of the children.
- To develop warm and secure relationships between children and adults.
- To provide a high quality well defined, progressive and inclusive curriculum in line with the updated, January 2024, Early Years Foundation Stage Statutory Framework.
- To provide opportunities for children to begin to self-regulate their feelings and behaviours.
- To ensure that opportunities for developing communication and language skills are embedded throughout the curriculum.
- To provide a language-rich environment to ensure that development of children's spoken language underpins all seven areas of learning and development. Understanding language development is central to cognitive development and self-regulation.
- To develop the moral and social values of the children.
- To encourage active learning through first hand experiences, both in indoor and outdoor play, and through verbal and non-verbal communication.
- To encourage children to become self-motivated and independent learners with a positive attitude to learning and self-discipline.
- To embrace the cultural diversity within our school and community.
- To foster positive home school links and share a common sense of purpose with parent/carers. To include parent/carers in their children's learning recognising the positive impact this can have.

## **LINKS WITH OTHER POLICIES**

The Foundation Stage operates within the parameters set out in the whole school 'Child Protection and Safeguarding', 'E-Safety' and 'Prevent' policies and 'Health and Safety Handbook'. Admission to the Nursery and Reception classes at Castle Camps Primary School is set out in the Cambridgeshire Admissions Policy.

The school 'SEND and Inclusion Policy' includes procedures for identifying children with specific learning requirements. It is important that children with SEND are identified as early as possible so that appropriate steps and measures can be taken to intervene. Using material gathered from observations and assessments the class teacher will discuss strategies to be adopted with the SENDCo and parents/carers and appropriate targets set and monitored. This strategy also applies to those children who exceed the requirements of the Foundation Stage and who are considered gifted. Again, appropriate steps will be taken to ensure that the child participates in activities that will extend and reinforce their learning. Early intervention and referral to other agencies will be a priority following discussion with parents.

Behaviour in the Foundation Stage is dealt with in line with the school 'Behaviour Policy'. Praise and positive reinforcement is used to highlight the way children should be behaving and we ensure children know if their behaviour is unacceptable.

## **USE OF IPADS**

Using the programme Tapestry, iPads and photographs form a key part of our observations, and communication with families, within the Foundation Stage. The Tapestry programme allows staff to chart and track the children's learning and progress and share these with parents. These photographs and observations are used to form a unique record of your child's learning and development throughout the year.

Each child's progress can be charted and tracked. However, it is imperative that photographs in the Foundation Stage are taken and stored appropriately to safeguard all children.

- All parents must give signed consent before photographs of their children may be taken.
- Only the designated class or school iPads may be used to take photos in the setting or on school trips. Images taken must be suitable without putting the children in a situation that could cause embarrassment or distress.
- All staff members are responsible for the location of their iPads. It should be placed beyond public access at the end of every session.
- Photographs taken by the children must be checked for suitability.
- Images on iPads should be deleted regularly, only showing the current cohort.
- Images should only be downloaded onto school computers that are password protected.
- Images should only be printed in school.
- Images should not be taken in bathrooms or during changing. If photographs need to be taken e.g. of hand washing etc., staff should be supervised.
- In addition, all staff, and pupils follow the school 'E-Safety Policy'.

## **ORGANISATION**

We are an Early Years unit, operating with a mixed class of Nursery (3 yrs. +) and Reception children, taught by an experienced Early Years Teacher, Level 3 full time Teaching Assistant and a part time Teaching Assistant. Additional one to one Teaching Assistants may be available in special circumstances in consultation with the SENDCo and Headteacher.

Admission to the Nursery is in line with the Cambridgeshire Admissions Policy and is outlined in our Nursery Admissions Policy. Once a place has been applied for, if spaces are available a place will be offered. Once the place has been accepted a start time and date will be allocated. At Castle Camps Nursery, we operate a staggered entry system to allow us to get to know and help settle the new children. Admission to the Reception Class is in line with the Cambridgeshire Admissions Policy. We follow a phased start at the beginning of the Autumn term of their Reception Year.

Our Nursery offers 30 hours provision. The sessions are full-time: Monday–Friday 8.45am – 2.45pm, with an additional charge for the remaining half hour of each day between 2:45pm – 3:15pm as these 30 minutes are not covered by the 30 hours government funding.

The 15 hour packages available are morning sessions from 8:45 to 11:45 am and 12:15 to 3:15pm respectively.

At the beginning of each term, and any time there are new children starting, all staff work with parents/carers to help to settle new children. This ensures that children receive a calm, happy and supported transition to our school.

## **SCHOOL DAY**

The Reception children start at 8:40 am and finish at 3:20 pm. Nursery hours are 8.45am to 3.15pm.

The Early Years Foundation Stage (EYFS) day begins with self-registration.

The children will engage in a variety of directed (adult led) and self-directed activities over the course of the day, with adults engaging with the children to move their learning on and to ascertain their developmental needs to inform future planning and provision.

All children have a healthy snack, sitting together, in the morning where fruit and milk is provided daily through the government scheme.

As part of the daily routine, all children will take part in daily phonics and Maths activities. We use the 'Monster Phonics' synthetic phonics programme, across the school, as in our school 'Phonics Policy'. Our Nursery children follow the Foundations in Phonics strand of Monster Phonics through stories, songs and activities. Reception children use the main Monster Phonics programme, which follows into Key Stage 1. Parents are invited to an annual phonics and reading workshop early in the Autumn term regarding this.

In Maths we follow the White Rose Maths programme for Nursery children through practical, play based applications. We follow the NCETM Maths Mastery programme across the school, beginning in the Reception Year, which also uses oral, practical and play based applications.

All 7 areas of learning are covered following our detailed planning over the year. The school day may also include specific Foundation subjects such as PSHE, RE and Music followed by singing and story time. There are two PE sessions each week and opportunities throughout the year with specialist teachers, such as in dance, balance bikes and swimming.

## **LUNCH TIMES**

Nursery children who are staying for a full day will have lunch at 11.45am. They will either have a school dinner, which incurs an additional charge, or bring their own packed lunch. The children will eat their lunch in the classroom under the supervision of a Teaching Assistant (ratio 1:8) and the class teacher.

Reception children have lunch in the main school hall with children from Key Stage 1 and their Year 6 Buddies and they may choose from a free school meal or bring a home packed lunch.

## **MEDICAL NEEDS**

Emergency contact details are held in the Office. Accident reports are filled out and kept in the School accident book, with a copy given to parents at the end of the day. Parents are contacted immediately by school for more urgent medical needs. Allergy and medical information is held by the School Office, the kitchen and in the child's classroom. See the school 'Medication Policy'.

## **PLANNING AND ORGANISING THE CURRICULUM**

At Castle Camps Primary School we use the 'Development Matters' non-statutory curriculum guidance (Revised September 2023) to inform our planning. This provides guidance for the seven key features of effective practice, the Characteristics of Effective teaching and learning and the Prime and Specific areas of the curriculum as detailed in the Statutory Framework for the Early Years Foundation Stage (Revised September 2025)

**The Characteristics of Effective teaching and learning are:**

### **Playing and learning**

Children investigate and experience things, and 'have a go'.

### **Active learning**

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

### **Creative and thinking critically**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Play**

- Play is an intrinsic part of children's learning development.
- Play has many possible but no prescriptive outcomes.
- Play challenges children and offers them the chance to learn in breadth and depth.
- Play draws on what children already know and can do and enables them to master what is new.
- Play enables children to apply existing knowledge and to practice their skills.
- Play encourages children to communicate with others as they investigate or solve problems.

- Play offers children opportunities to explore feelings and relationships, ideas and materials, connections and consequences.
- Play empowers children to make choices, to solve problems and to be independent in their learning. Play enables children to express fears or relive anxious experiences in controlled and safe situations.
- Play encourages children to struggle, to take risks and to become resilient as learners.
- Play may be sensitively supported and extended but not taken over by adults.
- Play presents no barriers to children because of their language, cultures, abilities or gender.

Our planning is informed by the principles of high quality play and the Characteristics of Effective Learning. The characteristics of effective teaching and learning weave through the EYFS curriculum. Children in the Early Years are becoming powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

Three areas are particularly important in the Early Years Curriculum for building a foundation for igniting children's curiosity, and enthusiasm for learning, forming relationships and thriving.

These are the **Prime areas**:

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

Children also undertake learning in the four specific areas, through which the three prime areas are strengthened and applied.

The **Specific areas** are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Curriculum planning addresses all seven areas of the EYFS curriculum – the Prime and Specific areas. These areas are overlapping and interdependent. The children must be able to access and develop in all areas to make good progress, but each child will have different strengths and areas for development. As the Foundation Stage covers learning in both the Nursery and Reception years, the EYFS staff aim to provide continuity through a well-defined, progressive curriculum which recognises the wide range of abilities within each year and selects experiences to develop all children's abilities.

The EYFS teaching is planned, and continually reviewed, to ensure careful and challenging progression through both adult directed and self-directed activities, enabling children to build on their learning. The curriculum ensures strong progression through developing, re-visiting and building on key skills. We understand that depth in early learning is important in building strong foundations and believe in a mastery approach.

Planning is informed by children's interests, next step learning and objectives, activities and experiences related to the theme and children's developmental needs. Learning intentions are identified, and supporting experiences and activities are planned and delivered through a combination of direct teaching and objective led planning. Adults actively engage with children in their activities and use this opportunity to promote and extend learning. Planning is consistently reviewed, adapted and has the flexibility to be shaped through the children's interests and developmental needs.

The curriculum is based around play and first hand experiences. Children also need lots of repetition and routine to develop skills and independence. Teaching and learning happens both indoors and outdoors in a stimulating and well planned environment, while allowing time for children to engage in uninterrupted play and space for children to follow their own interests.

## **CULTURAL CAPITAL**

Cultural capital underpins learning in the EYFS at Castle Camps Primary School. The Early Years Inspection Handbook defines cultural capital as 'the essential knowledge that children need to prepare them for their future successes'. When children start in our setting, they already have a variety of different

experiences. Cultural capital is about celebrating and building on these early experiences and providing other new opportunities to be curious, explore, try new things and experience awe and wonder. These opportunities may be related to the topic, to address a need, or around a specific interest. Family or community members are invited in to discuss or demonstrate specific religious customs, skills, experiences or jobs to enhance children's learning.

## **BRITISH VALUES**

British Values are embedded in our learning at Castle Camps Primary School. Children learn to recognise, use and respect the values of:

### **Democracy**

Learning to share views, opinions and decisions, valuing and respecting these in themselves and others.

### **The Rule of Law**

Understanding right from wrong, creating and following rules and learning to take turns, share and compromise.

### **Individual Liberty**

Valuing and respecting differences in themselves and others, whilst also appreciating similarities, and developing a positive sense of self.

### **Mutual Respect**

Creating an environment that includes, values and promotes different faiths, cultures, views and races.

Equality of opportunity is important for all pupils irrespective of gender, ethnicity, social circumstances, religion or belief and intellectual capacity. Within the Foundation Stage we strive to reflect and respect this diversity in our choice of resources and in the model we set for children. We strive to plan an environment that is free from stereotypical images and discriminatory practices.

All children are encouraged to participate in all activities; boys and girls are given equal access to all toys, activities and learning opportunities. All children are encouraged to explore and enjoy stories, poetry, art, music and role play. They are given opportunities to build and construct, design and make, be creative, mark make and develop mathematical and literacy skills. Cultural learning opportunities are undertaken and children are encouraged to respect their own and other's cultural beliefs.

## **ASSESSMENT AND RECORD KEEPING**

### **STATUTORY ASSESSMENT**

The Reception Baseline Assessment (RBA) became statutory in September 2021 for children in Primary Schools in England. The test has been designed to be a check of a child's language and counting ability in the first few weeks of primary school, according to the government. It's designed to provide a snapshot of each child's development as they start school. The assessment is delivered by the class teacher in a relaxed, familiar environment to the children, usually a quiet area of the classroom to ensure that children feel happy and at ease. Children are not made aware that they are doing a 'test'.

In accordance with LA guidelines, teachers complete the Foundation Stage Profile for each child by the end of the first half of the Summer term, at the end of their Reception Year. The Foundation Stage Profile must be completed for each Reception child and the results reported to parents/carers formally through end of year reports. Data is also sent to the LA for analysis and this data is used as a baseline from which children's progress can be measured.

### **SCHOOL ASSESSMENTS**

On entry to Nursery and Reception, baseline observations are used to assess the children; these are entered into a tracking document which shows progress and helps inform planning. Nursery children are assessed, once settled against the age related observation check points in Development Matters 2023.

Through the use of daily informal observations and reflections, EYFS staff build up a clear understanding of the children, identifying learning and developmental priorities and interests based on their needs. Every practitioner in the Foundation Stage class contributes to observations and assessments.

Point in Time Assessments (PITA) are entered into Juniper Sonar Tracker, a whole school tracking system, against the 7 areas of learning half termly for all EYFS children. Each child's progress can be charted and tracked and progress of an individual, or whole cohort, can be analysed. Analysis of the data is then used to inform future planning and areas for development.

Reporting to parents/carers is frequent through daily, informal discussions as appropriate. There is a parent's evening in the Autumn and Spring term and a written report is sent home at the end of the Summer term. There is a parent information evening, in the Summer term prior to children starting Reception, which provides an opportunity to discuss the curriculum and important strategies, and an Early Reading and Phonics workshop in the first half of the Autumn Term, which introduces parents to the teaching methods and informs them how to support their child's learning at home.

Assessment information for children attending the Nursery, or joining the Reception class, is requested from their previous setting, or from parents/carers. Assessment information about the children in Nursery is passed on to their next setting or Reception class.

All assessments are passed on to the next practitioner as part of the transition process. Profile scores at the end of Reception will be passed on to the Year 1 teacher and discussed in detail for each child during handover meetings. The key measure for standards and attainment will be the GLD model [Good Level of Development].

## **TRANSITION**

**Home/day care to Nursery** –There is a welcome meeting at the start of each new term with parents. The new children then come with their parent/carer for an induction play visit. Children are offered a phased start on an individual basis, planned with parents/carers to meet the needs of each family and child.

**Nursery to Reception** – After the children have been allocated a place in Reception, the children will visit their new teacher, have a teddy bears picnic and a taster session in the Summer term, prior to starting Reception. Throughout the year, Castle Camps Nursery children will go for walks around the 'big school' to familiarise them with their new setting and to ensure a smooth transition.

**Starting Reception** In September, the new children come with their parent/carer for an induction play visit. Reception children will then be invited to attend school on a part-time basis with the option in the second week to continue part-time sessions or attend full time. The expectation is for all children to be at school full time from the third week. The curriculum will reflect the need to become accustomed to their new setting.

**Reception to Year 1** During the Summer term, prior to starting Year 1, the children visit their new classroom for a variety of activities, such as story sessions and 'golden time' activity sessions. This enables the Reception children to become familiar with the Year 1 classroom and their new teachers. Reception children will also spend a morning in their new classroom with their Year 1 teacher during whole school 'move up' morning in the Summer term. A social story will also be sent home at end of the Reception Summer term to show children what to expect when arriving at school in September to walk into their Year 1 classroom.

## **STAFFING, EQUIPMENT AND RESOURCES**

### **Foundation Stage Leader:**

- Monitor the quality and the appropriateness of provision.
- Communicate with the Senior Leadership Team.
- Ensure that early years' considerations are addressed in school policies.
- Ensure all staff are aware of the Foundation Stage policy.
- Attend local authority courses for Early Years Co-ordinators.
- Identify staff training needs.
- Monitor planning and practise within the Foundation team.
- Analyse data, track trends and identify gaps.
- Ensure high quality teaching and learning.
- Ensure good or outstanding progress is being made.

- Lead Staff Supervisions (as set out in Statutory Framework for the Early Years Foundation Stage revised 2024)
- Ensure high attainment where possible via GLD tracking and analysis.

## **Foundation Unit Teacher**

### **Nursery Teacher responsibilities:**

- To manage issues arising in the Nursery including the admissions procedure.
- To plan and provide an appropriate curriculum for all children in the Nursery with consideration to equal opportunities
- To liaise with the Foundation Stage Leader and other Foundation Stage staff
- Work with the SENDCo in the early identification of children with special need
- Complete records and reports for each child, using Development Matters
- Establish and maintain a positive relationship with parents/carers
- Communicate with parents/carers on children's progress through regular discussion, including parents/carers' evenings and reports
- Monitor and record progress of those children with special educational and welfare needs and document appropriately
- To ensure smooth transition from Nursery to Reception.

### **Reception Teacher responsibilities:**

- To plan and provide an appropriate curriculum for all children in Reception with consideration to equal opportunities
- Work with the SENDCo in the early identification of children with special needs.
- Complete assessment records and reports for each child including a Baseline Assessment and the Foundation Stage Profile to be returned to the Local Education Authority in consultation with the Headteacher.
- To liaise with the Foundation Stage Leader and other Foundation Stage staff.
- Communicate with parents/carers on children's progress through regular discussion, including parents/carers' evenings and reports.
- Monitor and record progress of those children with special educational and welfare needs and document appropriately.
- Liaise with external Nurseries to provide smooth transition into Reception and with the Year 1 teachers to ensure smooth transition into Key Stage 1.

## **Teaching Assistants**

- Assist in the educational and social development of pupils under the direction and guidance of the EYFS Lead, Headteacher and SENDCo.
- Work in close co-operation with and under the supervision of teachers to provide and maintain an environment where all children are secure and learning may take place.
- Have full involvement in, and initiate where appropriate, a range of activities and play situations.
- Assist with planning, observations and assessment.
- Liaise with other staff regarding EHCP's for children with special needs.
- Assist in preparation of the learning environment.
- Assist with the development of support materials.
- Assist in the implementation of EHCP's for students and help monitor their progress.
- Prepare and present displays of students' work.
- Support class teachers in photocopying and other tasks in order to support teaching.
- Undertake other duties from time to time as the Headteacher requires.

## **STAFF DEVELOPMENT AND SUPPORT**

All members of staff are required to actively improve their skills. Training courses are available through the LA in agreement with the Headteacher. Areas for development are identified with the Headteacher, or Performance Manager during Performance Management reviews and TA appraisals, in addition to half termly supervisions for all EYFS staff.

Half termly supervisions for EYFS TA's will take place with the EYFS Lead practitioner and the Headteacher will hold the supervision meeting for the EYFS Lead. Relevant training opportunities are then organised by the appropriate staff member to address the areas for development as detailed in the Castle Camps Primary School Supervisions Policy.

The EYFS Lead practitioner and teacher is expected to actively refresh and improve their knowledge of pedagogy through discussions with senior members of staff, visits to other schools and leading teachers and reviewing relevant literature, including Government publications, sharing this with the EYFS team.

Supply cover must be approved by the Headteacher, or Deputy Headteacher, when needed for absence, illness or training.

ECT's in the Foundation Stage will be inducted according to the ECT Induction Policy.

## **RATIOS**

Ratios meet the guidelines in the EYFS. For over three's, the ratio is 1:13 with a qualified teacher. With half of the remaining staff having a recognised Level 3 qualification and any additional staff requiring a recognised Level 2 qualification. Lunchtime ratio is 1:8 with a Teaching Assistant with Paediatric first aid, overseen by the class teacher.

## **FIRST AID**

All school staff are first aid trained. The EYFS staff are also qualified paediatric first aiders. Qualified first aiders are available at all times.

## **PARTNERSHIP WITH PARENTS/CARERS**

Partnership with parents is vital in Early Years and we hold a number of events to ensure positive links with parents. EYFS hold a parents/carers 'Open classroom' session in each term. Family Learning Opportunities are provided with an Early Reading and Phonics workshop for Reception parents in the Autumn term, along with other special events throughout the year. The Foundation Stage teacher produces a newsletter and curriculum map each term giving an overview of the learning that will be covered and suggested activities to support learning at home.

Formal parental consultations are held in the Autumn Term and in the Spring Term to discuss progress and identify next steps. Parents/carers are also reported to informally at the end of each session/day as appropriate. Any questions, concerns or achievements can be passed on then, or a parent can make a formal appointment to meet with the class teacher. Each child receives an end-of-year report in the Summer Term, this can then be discussed with the class teacher as required.

All Early Years children will be set up on our home learning platform 'Tapestry'. This platform is used for communication between school and home, with Weekly Memo's sent regarding the learning that has taken place that week, as well as messages, letters and updates for parents. Tapestry is also used to record key moments in the children's learning to share with parents, and for parents to share key moments, and developmental milestones, from home too.

Weekly Phonics activities, for Reception children, are uploaded to Tapestry on Fridays with the corresponding sounds and words learnt in school that week. Parents are asked to add these to a home 'phonics tub' to practice with their children regularly.

Parents/carers are actively encouraged to read regularly both to, and with, their children. All EYFS children visit the school library weekly and choose a new book to take home. Reception children also receive a decodable reading book, and a Monster Phonics book once guided reading sessions begin, when children are assessed as ready to blend for reading. Nursery children begin to take home lilac level reading books in

the Summer Term as part of their school readiness transition activities. Additional topic related homework may be shared on Tapestry when appropriate.

We value the children's home language and try to ensure that parents/carers have access to relevant information. The needs of bilingual children are considered during planning and appropriate strategies developed to facilitate progress in English, including small group work to develop language skills, as well as valuing their home language.

There are a range of courses to support parents/carers across Cambridgeshire. These will be shared with parents when received via the county council or children's centres.

Parents/carers of children with Special Educational Needs are supported by their class teacher. There is also help available from the SENDCo and from the Family Support Workers if the child is under five.

Parents/carers are encouraged to contribute to activities in the Foundation Stage, such as hearing children read in school or supporting on class trips. They are also invited to come in to share special knowledge, skills or jobs with the children. Parents/carers who are bilingual are encouraged to come and read to the children in other languages.

Health and social services are contacted through the Inclusion Team. Concerns are passed on to the Inclusion Team, who decides how best to deal with concerns and contacts the relevant bodies.

## **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 their underwear following an accident.

- Pupils are encouraged and supported to be as independent as possible in all their care tasks.
- Personal safety, self-care and hygiene is taught through PSHE curriculum relative to the pupil's age, ability and understanding.
- All staff providing intimate care are appropriately supported and have an enhanced DBS.
- Staff who provide intimate care are trained to meet the needs of individual children and fully understand best practice.
- Staff understand any religious and cultural sensitivities related to aspects of intimate care and take these fully into account.
- Staff ensure that the child's privacy and modesty is respected and protected.
- The needs and wishes of the child is always be taken into consideration.
- All staff adhere to the schools safeguarding and child protection policy and understand the school's whistle blowing procedure.
- Only school staff will provide intimate care.
- Where possible one to one care is provided unless there is an identified need for having more adults.
- Parents and carers are informed when intimate care has been administered.
- Intimate care is logged and recorded. The record includes the date and time the intimate care was carried out and by whom.
- Where there are identified special needs relating to personal care, an appropriate written plan is discussed, agreed and shared with the child or young person and family, signed by all involved.

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.

Further information can be found in the school policy for Intimate Care.