

# Viking Academy Trust



## EYFS Policy

Ramsgate Arts Primary School

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Signed:



Chair of Trust

# EYFS Policy

## The Viking Academy Trust

### Schools in the Viking Academy Trust (VAT)

We start 2025-26 academic year with three schools in the Viking Academy Trust. These are:

Chilton Primary School Ramsgate  
Arts Primary School Upton Junior  
School

This EYFS policy is for **Ramsgate Arts Primary School**.

#### Introduction

At RAPS we believe that every child deserves the best possible start in life in order for them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 5 have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Children benefit from a strong partnership between practitioners and parents and/or carers (EYFS Framework 2025).

As children commence their journey at RAPS, we begin to develop and nurture strong positive attitudes to learning through our school values. From an early stage children are made aware of the school values and can talk about how these values can help them to be good learners. We aim to ensure children are ready for the next stage of their education by aspiring for all children to reach at least an expected level in all areas of the Foundation Stage curriculum, unless a specific need has been identified. We aim for our provision to meet the specific and individual needs of all children in our care, and we ensure it makes a strong and positive contribution to the children's physical and emotional health, safety and wellbeing.

At RAPS we have a team of highly qualified, dedicated, professional and caring Early Years teachers and teaching assistants who plan and work closely together to provide a high-quality curriculum. Each reception class has 1 teacher and then our team of teaching assistants work across both classrooms. Every practitioner is aware of the individual needs, interests and stages of development for each child and will use this information to plan challenging and enjoyable experiences for each child in all areas of learning. Each area of learning and

development is implemented through planned purposeful play and through a mix of adult led and child led activities. Practitioners have been trained to respond to each child's emerging needs and interests, guiding their development through warm positive interactions, encouraging independence at all stages. The indoor and outdoor environment, including activities and resources provided, are reflected upon and modified regularly. This ensures children remain highly motivated and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration.

### **The Early Years Foundation Stage Curriculum**

We follow the Early Years Foundation Stage Curriculum, which is currently statutory. The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- Every child is a unique child – every child has their own personality and skills
- Positive Relationships - children learn to be strong and independent.
- Enabling Environments – where with teaching and support from adults who support interests and needs to help children to build their learning over time
- Learning and Development – children learn at different rates.

The 'Statutory Framework for the Early Years Foundation Stage 2025' and 'Development Matters' have been used as a planning framework to structure our curriculum and ensure that the progression of skills develops over the Reception Year at RAPS. From this carefully planned curriculum, the teachers will design medium term plans, which will guide the children's learning journey throughout the year. When planning, teachers will consider their knowledge of the children, their interests and their next steps. Whilst the objectives are clearly identified, there is flexibility in the planning as the teachers are often driven by the children's interests. In doing this, we aim to provide a broad and balanced curriculum that has been well thought out, allowing for children to sequentially build the knowledge and skills that they need to prepare them for their subsequent learning.

Our curriculum is planned to prioritise developing language skills so that our children become confident communicators, leaving the Early Years with a love of language that supports them to become enthusiastic learners. Developing a love of reading is also at the heart of our curriculum. Listening to stories and sharing books encourages our children to start a lifelong interest in reading. Our curriculum also helps children to understand our school values of 'Kindness, Collaboration, Resilience and Creativity' and how they apply to the children's day to day lives. We use our values to support children, to develop an understanding of their own emotions and an awareness of how they should treat others and the environment.

### **Areas of Learning**

There are seven areas of learning and development which shape the education and experiences for children in Reception. These are divided into three *prime areas* and four *specific areas*.

The three *prime areas* are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The three prime areas are:

- Communication and Language
- Personal, social and emotional development
- Physical development

These are then supported by four *specific areas* that strengthen the prime areas. The four specific areas are:

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

□ The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning are interconnected. The way in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### **Personal, Social and Emotional Development**

Children's personal, social and emotional development is crucial for them to lead happy and healthy lives and is fundamental to their cognitive development. Our PSED curriculum allows children to learn to build and manage healthy relationships, understand and regulate their emotions, develop a sense of what makes them unique and celebrates the similarities and differences between us all. RAPS has four clear values that underpin our children's development as learners. These are Kindness, Collaboration, Resilience and Creativity. Within the first two terms of reception, these values are introduced to children through a range of circle time sessions, whole class lessons, stories and constant modelling. Each subsequent term begins with a week of values-based learning. Our school values then guide the children's attitude to learning and feed into their personal, social, and emotional development. In addition to this we also promote learning about the British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance. We teach these through story time, role modelling, celebrating multicultural traditions and festivals and voting within class. We learn about our likes and dislikes, about our classmates and their families and begin to notice that we are all unique individuals. We teach the children to be aware of their emotions and internal state and develop strategies to self-regulate. We introduce children to mindful activities such as yoga and peer massage to help them feel calm, relaxed and positive. We monitor the characteristics of effective learning the children are displaying on a regular basis. In doing the above children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

### **Communication and Language**

The development of spoken language is crucial to all areas of learning in EYFS. The importance of language development is widely acknowledged and is a key indicator of future success in life, academically, emotionally and socially. For this reason, we consider that it is important that we provide children with a language rich environment at RAPS, in which children can develop their listening and attention, receptive and expressive language skills. We provide a language rich environment in a number of ways including through story time, rhymes, singing, role-play and group discussions. Our staff have regular training to ensure high quality interactions and conversations happen. This gives the children the opportunity to use, practice and embed the new language and vocabulary that they have been introduced to. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. Snack time is used specifically to promote children's speaking and listening skills. We also recognise the importance of early intervention for any children entering reception with any speech and language delay. We screen all children using the Language Link program within the first two terms of their entry into reception. This is a fun computer-based activity conducted one to one with our speech and language teaching assistant which gives us detailed information about each child's speech and language skills. It will highlight any children with specific speech and language delays and allow us to give them specific, targeted support within the classroom and individualised support with our trained speech and language staff if required. Parents are invited to meet with our speech and language staff, if their child requires specific support, to ensure they fully understand their child's specific need and to be able to support them at home.

### **Physical Development**

Physical activity is vital in children's development because it enables them to pursue happy, healthy and active lives. We have teacher-led gross motor and fine motor time daily, during child-initiated time as well as weekly Physical Education sessions delivered by our specialist sports teachers. Any child identified as needing additional support with either their gross or fine motor skills are given either 1:1 or small group interventions. Throughout the year the children will also learn about healthy lifestyle choices and the effect that staying active and making healthy choices can have on their well-being. They are given certain responsibilities to help them develop their health and self-care. They are responsible

for washing fruit and preparing snacks, are allowed to take controlled risks with tools in class and in the forest area. They also support adults with risk assessments each day, checking whether the indoor and outdoor areas are safe for use.

### **Literacy**

At RAPS we want every child to develop a life-long love of reading. Our children are read stories, poems, rhymes and non-fiction regularly. The reception classrooms have inviting book corners where adults and children spend time together sharing books. Our Power of Reading scheme ensures that we use carefully selected, high quality fiction and nonfiction texts to immerse children in our topic learning. During these sessions the children will learn to discuss texts, make predictions, act out and sequence stories and discuss the characters and settings from stories. They will also get the opportunity to write creatively during this time. Alongside fostering a love and passion to read, write and be read to, our staff teach phonics daily in EYFS. We follow the Read Write Inc programme and are very proud of the impact that our phonics teaching has on the children's progress in reading and writing. During the first two terms we teach the set one sounds. They will play oral blending games and begin to learn to form their letters. They will be able to read and write simple words. They then move on to their set two digraphs and begin to read and write short, simple sentences. We offer a 'keep up, not catch up' approach meaning that we conduct regular assessments of children's phonics skills and offer immediate intervention where needed through either 'pinny time' or 1:1 tutoring. To ensure that our parents are engaged with our RWI scheme, we run reading and writing workshops with parents and parents are also invited in once a fortnight to read in class with their children. Pupils are taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills.

In the EYFS at RAPS, handwriting is taught explicitly and progressively, with staff modelling correct letter formation and providing regular opportunities for guided practice. Children are supported to develop an effective pencil grip and good posture through direct teaching and appropriate resources, ensuring comfort and control when writing. Dictation is used as a valuable strategy to enable children to express ideas and vocabulary beyond their current writing ability, supporting the link between spoken and written language. The emphasis is placed on the quality of mark-making and writing rather than quantity, valuing clarity, effort and confidence as children develop the physical and cognitive skills needed for writing. By the end of Reception, children are supported to work towards the Early Learning Goal for Writing, demonstrating the ability to write recognisable letters, spell words using their phonics knowledge, and compose simple sentences that can be read by themselves and others. Opportunities for dictation, shared writing and purposeful writing within play ensure that children can express ideas and meaning beyond their current independent writing ability. Throughout the EYFS, greater emphasis is placed on the quality and clarity of writing rather than quantity, ensuring that children develop accuracy, pride and confidence as writers.

### **Mathematics**

Developing a strong understanding of number, shape and measure is essential so that all children have the foundation needed to excel mathematically. In reception we use our environment, both indoors and outdoors, to develop positive attitudes and interest in mathematics by providing natural and engaging resources and activities to encourage counting, sorting, comparison of quantities, exploration of patterns, space and shape. All our staff are well-trained to have discussions using the correct mathematical vocabulary with the children about mathematical concepts during teacher-directed activities and child-initiated times. At RAPS we follow the White Rose programme and we use the children's interests to ensure that mathematics is made relevant to their lives. New concepts are taught in small steps and pupils are given the opportunity to apply their newly acquired knowledge and vocabulary through play. The teaching staff are aware of each child's next steps in both number and shape and space and challenge them individually. Any child who is identified to be finding it hard to understand and

apply a new concept is offered a quick and effective intervention to address this. As well as being taught discretely each day, Mathematics is interwoven into daily routines such as self-registration, our daily book votes and when lining up.

### **Understanding of the world**

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will be given opportunities to visit places of interest in their local environment and community including our local parks, forest school, beach and library. They will be able to meet important people from our local community including firefighters and nurses. They will learn about living things, their environment, the world around them and the people who are important in their lives and significant people from the past. They will also learn about maps and how to navigate them. They will also learn about different cultures, beliefs and traditions. We learn about past events from our own and others' lives as well as learning about what life is like in other parts of the world. Children are given opportunities to develop computing skills and to work with and use modern technology. The EYFS has cameras, iPads, laptops, beebots, remote control cars, easy speaks and torches for the children to use and explore.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. Our curriculum ensures that opportunities are provided for children to be taught new skills and techniques and then use their imagination to explore these new learnt skills in different ways. As an Arts school, there are always a variety of materials freely available both inside and outside that allow children to create and construct on a small or large scale at any time. We encourage children to think of the process rather than the end product and to be able to evaluate and change/improve their work. We also have a music, dance and art teacher who will work with the children one afternoon per week enhancing their understanding, skills, confidence and enjoyment of the Arts. At the beginning of each new topic, we have an 'Art to Start' session with our families where we look at the work of a famous artist in that field and create a piece inspired by them.

## **Formative Assessment**

We hold the individual child at the centre of our planning. The adults in the EYFS team respond quickly and effectively to children's interests and needs to ensure that each child builds upon their learning over time. Throughout the day, staff will be carrying out informal formative assessments and acting on these continuously throughout the day. Our staff are highly skilled and have a deep understanding of child development which enables them to identify a child's next steps. They use their formative assessments to provide opportunities, resources and activities to move a child forward in their learning. The team meet regularly to discuss children's progress based on these formative assessments and these professional discussions will be used to inform planning and changes to the environment. During our regular Pupil Progress Meetings we work closely with the team, and SENCO if needed, to discuss any concerns about pupils who are not making the expected progress so that appropriate support and interventions can be put in place for them.

## **Baseline**

Establishing a robust and accurate system to assess children's attainment on entry is key to knowing the progress that children make. All children are required to undertake the National RBA (Reception Baseline Assessment) which consists of a computer-based programme for literacy and maths. Each assessment will be completed 1:1 with the child and class teacher and will take about 20 minutes per section to complete. It must be completed within the first six weeks of starting school. We will use the information given from this to help build a picture of the whole child. Alongside this we will complete our own RAPS baseline which consists of RWI entry assessment, maths baseline and during the first few weeks of term we also undertake carefully planned observations, activities and games to establish the children's levels of well-being and involvement. These observations also contribute towards our baseline assessment of the remaining areas of learning. In early October we use all this information, plus information taken from Nursery transition and meetings with parents to assign each child in each area of learning either 'On track' or 'not on track'.

## **Tracking**

After the initial Baseline assessments of the children, the class teachers will use their knowledge of the child and the evidence collected to establish whether each child is 'on track' or 'not on track' for that time of year. This will happen in December, April and finally in July. A seasonal evaluation of EYFS is made by the EYFS lead in response to which teachers analyse the gaps in the data and respond appropriately. This information feeds into the pupil progress meetings that take place three times per year to discuss the progress and needs of all children with senior management. All practitioners will be expected to know how each child has progressed, any gaps in knowledge and the progress and attainment of vulnerable groups.

## **Profile**

In the final term of the year in which the child reaches age five, RAPS practitioners complete the Foundation Stage Profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. It furthermore prepares Year 1 teachers for individual children's readiness, needs and next steps. The profile will reflect upon the school's on-going observation and relevant records. The teacher will determine whether the child is meeting the expected levels or below expected levels of development. The child's level of development is assessed against the 17 early learning goals. The teacher will also make a specific statement about each child's characteristics of effective learning.

## **Moderation**

Within our assessment and tracking system moderation is the key to ensuring assessment data is accurate and robust. Whenever summative data is submitted, several moderation meetings will have taken place. Firstly, between class teachers, then with a member of SLT and finally with other local Ramsgate schools. During term 5 and 6 moderation, the year one teachers are also involved in the process. Throughout the year, the team meet regularly to discuss ongoing assessments, children's progress and next steps.

## **Supervision, Monitoring and CPD**

We have a highly successful and well documented drive to improve achievement. In line with this the training and development of staff is highly focused and aims to have significant impact on improving outcomes for all children. We foster a culture of mutual

support, teamwork and continuous improvement. Every other week all EYFS practitioners are paid to stay for one hour after school to all meet. During these meetings the EYFS Lead will deliver training or coaching where we feel it is needed, as well as inviting outside experts in to deliver specific training where required. This ensures all practitioners are up to date with current and relevant educational developments. During part of this meeting the practitioners from each class will meet to discuss any issues concerning children's development and well-being. This allows us to identify solutions to issues as they arise and ensure all practitioners are aware of the needs and next steps for all children. Once a term, or more often if needed, a supervision and support session is held with our DSL/Well-being lead to foster a culture of mutual support, positive staff wellbeing, safe practice, reflective culture, teamwork, continuous improvement and confidential discussion of sensitive issues.

### **Transition**

A smooth and happy transition into and out of reception is vital to a child's development. The process of starting at RAPS is carefully planned, to enable a smooth, anxiety-free entry to school life for both the children involved and their families. Once the child has a place at the school there will be a new intake meeting. At this meeting the parents will meet the Head of school, Early Years Lead and other relevant staff. They find out about the sorts of activities and routines the children will be taking part in and are given the opportunity to ask any questions. All parents are given a welcome pack which includes transition information/timings and a photo book of the staff and setting to share with their child.

We then have several carefully planned transition activities to help children and their families become familiar with the adults in EYFS, the classroom and outdoor setting and some of the routines. All children are invited to spend time in school with their prospective teachers and TAs during the term before they start at a Teddy Bears Picnic with their parent/carer. We also invite them in for a couple of settling-in sessions on their own. Where possible a member of the EYFS team will visit pupils at their pre-school setting. In July and/or the beginning of the school year, each family is offered a home visit. This is an opportunity for staff to meet with the child and their families on a 1:1 basis and in an environment the child and their parents feel most comfortable. The staff will bring toys from school for the children to play with and have a short questionnaire they will work through with the parents. This is a

unique opportunity for the staff to form a strong relationship with the child and their family and for individual queries to be dealt with by school staff.

At the beginning of the school year, entry is staggered with children starting in two groups before they experience school as a whole class. Initially, children attend for half days only, building up to staying for lunch before being in full time if the EYFS team feel that the child is ready. Occasionally, in discussion with the Early Years Lead, SENCO and parents, some children may continue for a little longer on a part time timetable. The reception children have their own playtimes and assemblies until the class teacher feels it is appropriate for gradual introduction to activities involving Key Stage 1 children and ultimately the whole school.

### **Transition from Reception to Year 1**

A similar carefully planned transition occurs between reception and year 1. Throughout the final term, the year one teachers will do regular story time swaps. This allows them to see the daily routines and attainment levels of the children first-hand. The Reception children will spend three full days with their new teacher in their year 1 classroom in July. The reception teachers meet with year one teachers in July to discuss each individual child in depth, using the Reception Profile to frame their discussions. In addition, in July the parents will have a chance to visit their child's new class with their child to meet their year 1 teacher. Any children for whom transition may be a problem can spend more sessions in their new classroom with a teaching assistant to accompany them. Children will also receive a transition booklet with photos of the Year 1 team and classrooms. The EYFS timetable is continued into the first term of year 1 to aid transition too.

### **Good Practice in Year 1**

Throughout the whole school we aim to plan and deliver lessons appropriately, in keeping with the school's wider teaching and learning policy. However, there are some guiding principles that are felt by the school to be important, particularly when children first enter the year 1 classroom in September. These are:

- The start of the day routine should mirror practice in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development with a strong focus on speaking and listening also being considered.
- The Foundation Stage Curriculum will be followed for those children not reaching an expected level of development.
- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet listening for longer than 15 minutes.
- The layout of the Year 1 classroom should include space and resources so that children can undertake continuous provision, e.g role-play area, access outside.

### **Parents as Partners**

RAPS recognises that children's experiences at home are highly significant to achievement and it is our policy to develop effective partnerships between home and school. We acknowledge the role parents/carers have already played in the early education of their child and we encourage their continued involvement. We value the relationship and partnership between the Reception team and parents and aim to foster this from our initial meetings with each other.

Parents are heavily involved in the transition process as detailed above. Once their child is settled into school we run workshops. These are run at either the beginning or end of the school day to enable as many parents as possible to attend as it fits with school drop offs/collection times. These initial workshops in terms 1 and 2 are centred on emotional regulation; speech and language development and supporting your child at home. We then run additional workshops throughout the year on subjects such as RWI, home reading and supporting your child with Maths at home.

Once the children have started, parents are welcome to discuss any concerns at any time with the Early Years Lead, and we hold an open-door policy. Regular parent consultations are arranged throughout the year between the class teacher and parents where they discuss individual achievements and next steps.

Each term we also ask parents to complete a 'Love to Learn' challenge at home with their child. This challenge will feed into learning within school. It provides an opportunity for parents to enjoy some dedicated time learning with their child at home surrounding a topic that their child can then come and talk about in class with their classmates. In class each child will get to share their 'Love to Learn' book and talk about what they have been doing at home with their families.

Finally, each fortnight we offer structured time for the parents to spend with their child within their classroom. Once a fortnight we open the classroom up for parents to come in and read with their child in class. This may be sharing a book from the book corner or asking their child to read their reading book to them. In addition to this, we welcome the parents in for art workshops, to support them with some trips and engage in topic enhancements throughout the year.

### **Safeguarding children**

The health, safety and wellbeing of children are paramount at Ramsgate Arts Primary School. Safeguarding is proactive, preventative and the responsibility of all staff. We are committed to creating a safe and secure environment in which children can learn and develop and where they are protected from harm. All EYFS practice at RAPS complies with the Statutory Framework for the Early Years Foundation Stage (2025) and is underpinned by the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE). These policies are available on the school website and are reviewed regularly to reflect statutory updates.

All staff working in the EYFS receive appropriate safeguarding and child protection training on induction and through regular updates, in line with statutory safeguarding training requirements. This includes training on recognising the signs of abuse and neglect, online safety, peer-on-peer abuse, child-on-child sexual harassment, and procedures for reporting concerns. Safeguarding training is regularly refreshed to ensure staff remain confident and competent in applying their knowledge in practice. The school has a Designated Safeguarding Lead (DSL) and Deputy DSLs, who provide support, guidance and supervision to staff. Regular safeguarding supervision sessions are in place to support staff wellbeing, reflective practice and safe decision-making.

RAPS follows robust safer recruitment procedures to ensure that all adults working with children

are suitable to do so. This includes enhanced DBS checks, verification of identity and qualifications, health checks and the obtaining and verification of references prior to employment. Visitors and volunteers are supervised appropriately and are subject to the school's safeguarding procedures. All staff are aware of the school's whistleblowing procedures and understand their responsibility to raise concerns about unsafe or inappropriate practice. Staff are encouraged to report concerns without fear of repercussions, in line with statutory expectations and school policy. Staff are vigilant in monitoring children's wellbeing and are trained to act promptly on any safeguarding concerns. Any concerns about a child's welfare are reported immediately to the DSL, who will follow the appropriate referral procedures. Accurate and confidential records are maintained in line with data protection requirements.

At RAPS, we maintain accurate records of attendance and follow up any unexplained or prolonged absences promptly in line with safeguarding guidance. Parents are required to provide up-to-date contact details, including additional emergency contacts, to ensure children can be safeguarded at all times. Children will only be released to adults who have been authorised by the parent/carer. Clear procedures are in place for late or non-collection, and these are followed consistently to ensure children's safety.

RAPS ensures that the EYFS environment is safe, secure and suitable for children. Regular risk assessments are conducted for indoor and outdoor areas, forest school provision and educational visits. Staff teach children how to manage risk safely, including the appropriate use of tools, equipment and resources. Fire safety procedures are in place and practised regularly. All staff are aware of evacuation procedures and emergency protocols.

At least one member of staff with a current paediatric first aid certificate is present at all times when children are on site and during off-site activities, in line with statutory requirements. The school follows safer eating guidance, ensuring children are appropriately supervised during snack and mealtimes to reduce choking risks. Staff are trained to recognise choking hazards and respond appropriately. Children's allergies, dietary requirements and medical needs are recorded clearly and shared with all relevant staff. Individual healthcare plans are in place where required, and medication is stored and administered safely in line with school policy.

Children's use of technology in the EYFS is carefully supervised. Staff ensure that digital resources are age-appropriate and that children are taught about staying safe online in an age-appropriate way. Online safety is embedded within the curriculum and reinforced through daily practice.

Safeguarding practice at RAPS reflects our commitment to inclusion and equality. All children, including those with SEND or additional vulnerabilities, are supported appropriately and reasonable adjustments are made to ensure their safety and wellbeing. The school works closely with families and external agencies where needed to provide effective support.

### **Equalities and Disabilities**

All pupils in RAPS are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. All children's needs are considered and the curriculum adapted to suit all levels of ability. Our full Equality and Diversity and Equal Opportunities policy is available on the school website.

### **Special Educational Needs**

Care is taken to assess the needs of each child from the start of Reception and in liaison with pre-school, before a child begins their educational journey with us at RAPS. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided

within the school where possible. Support is provided through a graduated response of assess, plan, do and review. We have links with various agencies and when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full-time SENCO available at school. In line with the Equality Act 2010 and the Kent Mainstream Core Standards, reasonable adjustments are made to ensure that all children, including those with special educational needs and/or disabilities, can access the EYFS curriculum fully and participate in all aspects of school life within an inclusive and supportive environment.

### **Intimate care**

Intimate care procedures are conducted sensitively, respectfully and in a way that preserves children's privacy, dignity and independence, while maintaining safeguarding oversight. All intimate care follows the Viking Academy Trust Intimate Care Policy, and staff are trained to ensure that children feel safe and supported at all times. This policy has been devised in response to the increasing number of children entering the Early Years Foundation Stage not toilet trained or with specific medical needs. It sets out the procedures we will follow when nappy changing and in the case of a child accidentally wetting or soiling him/herself. It also states the roles and responsibilities of both the home and school. Whilst we are an inclusive school, we recognise that children develop at different rates and will work sensitively and collaboratively with families to support toileting and self-care development in line with individual needs.



### **Allergies**

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the classroom and kitchen area and all adults involved are informed. Whilst your child is new to the school and staff are unfamiliar with them, they may be required to wear a lanyard at lunchtime so they can be easily identified as a child with dietary requirements.

### **Medical Needs**

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the classrooms and school office so that everyone is aware of individual needs.