

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 the 2026-27 academic year with three schools in the Viking Academy Trust. These are: Chilton Primary School, Ramsgate Arts Primary School and 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. This policy reflects the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, effective from 1 September 2026.

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 one teacher and teaching assistants work across both classrooms. Staffing arrangements are reviewed regularly and are organised to meet the needs of all children and ensure their safety. Reception classes are subject to infant class size legislation, with no more than 30 pupils per school teacher during an ordinary teaching session, subject to statutory permitted exceptions. Additional adults are deployed where necessary to support children's individual needs, inclusion, safety and learning. Staff qualifications and eligibility are checked against the current Department for Education Early Years Qualification Requirements and Standards.

Each practitioner is aware of the individual needs, interests and stages of development for each child and uses this information to plan challenging and enjoyable experiences across all areas of learning. Development is implemented through planned purposeful play and a mix of adult-led and child-led activities. Practitioners respond to each child's emerging needs and interests through warm, positive interactions, encouraging independence at all stages. The indoor and outdoor environment, including activities and resources, is reflected upon and modified regularly so that children remain highly motivated and demonstrate the characteristics of effective teaching and learning, including curiosity, imagination, concentration, persistence and problem-solving. Every child is assigned a key person. The key person helps ensure that each child's care and learning are tailored to their individual needs, supports the child to become familiar with the setting, provides a settled relationship and builds a positive partnership with parents/carers. Where appropriate, the key person supports families to engage with specialist services and works closely with the wider EYFS team.

The Early Years Foundation Stage Curriculum

We follow the Early Years Foundation Stage Framework (EYFS), which is statutory. The four

overarching EYFS principles which guide the effective work of all practitioners are:

- 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, children build their learning over time.
- Learning and Development – children learn at different rates.

The EYFS Statutory Framework for Group and School-Based Providers, effective from 1 September 2026, and Development Matters are used to inform the planning and progression of our curriculum. From this carefully planned curriculum, teachers design medium-term plans which guide children's learning throughout the year. When planning, teachers consider their knowledge of the children, their interests and their next steps. Whilst objectives are clearly identified, there is flexibility in planning as teachers respond to children's interests. We aim to provide a broad and balanced curriculum that allows children to build knowledge and skills sequentially and prepares them for their subsequent learning. The Early Learning Goals are not used as the curriculum; they inform the end-of-EYFS assessment judgement only.

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.

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.

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.

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 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.

Assessment

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 an accurate picture of children's attainment on entry is important in understanding the progress they make. All eligible Reception children undertake the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting school. The RBA is administered in accordance with the current statutory guidance. RAPS also completes its own internal baseline information, drawing on observations, early reading/phonics and mathematics evidence and information shared by families and previous settings. Internal baseline information is used to identify strengths, needs and appropriate provision; it is not used as a statutory judgement about individual children.

Tracking

After the initial baseline assessments, class teachers use their professional knowledge of each child and the evidence collected to evaluate progress and identify children who may require additional teaching, support or intervention. Internal tracking is reviewed in December, April and July, alongside ongoing formative assessment. The terms 'on track' and 'not on track' are used only as internal monitoring terminology and do not replace professional judgement or the statutory EYFS Profile assessment. The EYFS Lead evaluates data and pupil progress meetings consider individual children and vulnerable groups to ensure appropriate action is taken.

Profile

In the final term of the year in which the child reaches age five, RAPS teachers complete the statutory Early Years Foundation Stage Profile (EYFSP) for each child. The profile provides parents/carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities at the end of the EYFS. It supports a best-fit professional judgement about children's development against the 17 Early Learning Goals and their readiness for Year 1.

The EYFSP is based on teachers' ongoing knowledge of each child and their professional judgement. Recorded, written or photographic evidence is not required for statutory assessment. The teacher determines whether each child is at the expected level of development in relation to each Early Learning Goal. The EYFSP is not used to narrow the curriculum or limit children's experiences. Information is shared with parents/carers and relevant Year 1 staff to support transition and future 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. Training and development of staff is highly focused and aims to have a 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 meet together. During these meetings the EYFS Lead delivers training or coaching where it is needed and invites outside experts to deliver specific training. Staff also receive appropriate induction, safeguarding, health and safety training and ongoing professional development.

Formal supervision arrangements provide opportunities for staff to discuss children's development and wellbeing, safeguarding concerns and any issues arising in practice; identify solutions; receive coaching; and discuss sensitive matters confidentially. Staff are encouraged to reflect on their practice and identify further professional development needs. The EYFS Lead, DSL and Well-being Lead provide additional support where appropriate.

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 into 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. EYFS practice at RAPS complies with the EYFS Statutory Framework for Group and School-Based Providers (effective 1 September 2026), Keeping Children Safe in Education 2026, and the school's Safeguarding and Child Protection Policy. Where requirements overlap, the school applies the most current statutory guidance and Trust procedures.

All staff working in the EYFS receive safeguarding and child protection training on induction and through regular updates in line with statutory requirements. Training includes recognising signs of abuse and neglect, online safety, child-on-child abuse, child-on-child sexual harassment, the Prevent duty and procedures for reporting concerns. EYFS safeguarding training is renewed in accordance with the current statutory framework and staff receive additional updates where required. The school has a Designated Safeguarding Lead (DSL) and Deputy DSLs who provide support, advice and guidance. Effective supervision supports reflective practice, staff wellbeing and safe decision-making.

RAPS follows robust safer recruitment procedures to ensure that all adults working with children are suitable. This includes enhanced DBS and barred-list checks where required, verification of identity and qualifications, appropriate references and other checks required by legislation and Trust policy. From 1 September 2026, the school applies the updated requirements for volunteers and regulated activity: individuals must not begin work or volunteering where the required enhanced criminal records and barred-list checks have not been received, subject to the limited statutory exception for supervised volunteers who only help out occasionally. The school assesses the suitability and DBS requirements for each volunteer role in accordance with current guidance. Visitors are managed through the school's safeguarding procedures. Staff must disclose information that may affect their suitability to work with children.

RAPS maintains accurate attendance records and follows up unexplained or prolonged absences promptly in line with the school's Attendance Policy and safeguarding procedures. Staff consider patterns and trends in absence, the child's vulnerability, family circumstances and any relevant concerns. Parents/carers are required to provide up-to-date contact details and emergency contacts. Children are released only to adults explicitly authorised by their parent/carer. Clear procedures are in place for late collection, non-collection, missing children and emergencies.

RAPS ensures that the EYFS environment is safe, secure and suitable for children. Regular risk assessments are undertaken for indoor and outdoor areas, forest school provision, educational visits and specific activities. Staff teach children how to manage risk safely, including the appropriate use of tools, equipment and resources. Children are normally within sight and hearing of staff and are always within sight or hearing. Fire safety and emergency evacuation procedures are in place and practised regularly. A first aid box suitable for children is accessible and accidents, injuries and first aid treatment are recorded and communicated to parents/carers in line with statutory requirements and school procedures.

At least one person with a current full paediatric first aid certificate is on the premises and available at all times when children are present and accompanies children on outings. PFA certificates are renewed every three years in accordance with the statutory requirements. While children are eating, a member of staff in the room must hold a valid full-course paediatric first aid certificate. Staffing levels, room layout and the needs of individual children are considered so that a paediatric first aider can respond quickly in an emergency. Staff who are required to hold PFA in order to count in statutory ratios meet the relevant training requirements.

Children's use of technology in the EYFS is carefully supervised. RAPS has regard to the Department for Education guidance on children's screen use in early years settings. Digital technology is used purposefully and appropriately to enhance learning and development and is balanced with active play, physical activity, social interaction, communication, exploration and hands-on experiences. Screen use is age-appropriate, carefully supervised and does not replace high-quality adult interaction, play or physical activity. Online safety is embedded within the curriculum and reinforced through daily practice.

RAPS promotes inclusion and equality in all safeguarding practice. All children, including those with SEND or additional vulnerabilities, are supported appropriately and reasonable adjustments are made to ensure their safety, wellbeing and access to learning. The school works closely with families and external agencies where needed. The school has arrangements in place to support children with SEND and has regard to the SEND Code of Practice: 0 to 25 years.

Information Sharing and Confidentiality

RAPS maintains accurate, secure records and supports a regular two-way flow of information with parents/carers and relevant professionals. Confidential information is stored securely and shared only with those who have a professional need or legal right to receive it. Parents/carers are given information about how the EYFS is delivered, daily routines, activities and experiences, support for children with SEND, food and drink, relevant policies and procedures, staffing arrangements, their child's key person and how to contact the school in an emergency. Information is managed in accordance with data protection legislation and Trust procedures.

Behaviour and Physical Intervention

Children's behaviour is supported, understood and managed in an appropriate way. Staff at RAPS use positive, restorative, relational and developmentally appropriate approaches consistent with the school's behaviour policy. Physical intervention is used only where absolutely necessary to prevent immediate danger or manage behaviour in accordance with the Trust's relevant policy. Any use of physical intervention is recorded and parents/carers are informed on the same day, or as soon as reasonably practicable.

Animals and Banned Dog Breeds

The school takes appropriate steps to protect children from risks associated with animals. In accordance with the EYFS statutory requirements, banned dog breeds to which section 1 of the Dangerous Dogs Act 1991 applies, including the XL Bully type, must not be kept or present on the premises at any time. Any animals present as part of educational experiences are managed through risk assessment, safeguarding procedures and appropriate supervision.

Safer Sleep and Rest

Although RAPS provides Reception provision for children aged four to five, where an individual child needs or chooses to sleep or rest during the school day, staff will ensure that arrangements are safe, appropriate to the child's age and needs, and adequately supervised. Children must always be within sight and hearing of staff while sleeping. Individual health, sensory or care needs relating to sleep or rest are discussed with parents/carers and recorded where appropriate.

Safer Eating

Children are supervised throughout snack and mealtimes. Children are always within sight and hearing of a member of staff while eating, and a member of staff in the room has a valid full-course paediatric first aid certificate. Staff consider choking risks, food sharing and allergic reactions and position themselves so that children can be observed effectively. Food is prepared and served in a way that reduces choking risks and is appropriate to children's developmental needs. Any choking incident requiring intervention is recorded and communicated to parents/carers, and records are reviewed for patterns or learning.

Allergy and dietary information is obtained before admission and kept up to date. This information is shared securely with staff involved in preparing, handling or supervising food. Where appropriate, individual allergy action plans and healthcare plans are developed with parents/carers and health professionals. Staff are aware of allergy symptoms, anaphylaxis and the required treatment. Information is shared on a need-to-know basis so that children are protected while their confidentiality is maintained.

The school has procedures for managing illness and infection and for administering medicines. Parents/carers provide up-to-date information about medical needs. Medicines are administered only in accordance with the Trust's Medical/Supporting Pupils with Medical Conditions procedures, including appropriate written parental permission and record keeping. Where administration requires medical or technical knowledge, staff receive appropriate training. Prescription medicines are administered only where they have been appropriately prescribed.

Health, Nutrition, Oral Health and Medical Needs

RAPS promotes good health, including oral health. Children are supported to understand the importance of healthy food and drink choices, personal hygiene, physical activity and caring for their teeth. Fresh drinking water is available and accessible. Where food or drink is provided, it is healthy, balanced and nutritious and the school has regard to current EYFS nutrition guidance.

Equalities and Disabilities

All pupils in RAPS are entitled to a broad, balanced and relevant curriculum regardless of ability, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage or civil partnership, or social circumstances. All children's needs are considered and the curriculum is adapted where appropriate. RAPS complies with the Equality Act 2010 and makes reasonable adjustments to remove barriers to participation. Our Equality and Diversity and Equal Opportunities Policy is available on the school website.

Special Educational Needs

Care is taken to identify the needs of each child from the start of Reception, using information from families and previous settings wherever available. If a child has, or may have, a special educational need and/or disability, this is discussed with parents/carers at an early stage. Support is provided through the graduated approach of assess, plan, do and review. Group and individual support is provided within school where possible, and external agencies are involved where necessary. Parents/carers are informed and involved in decisions about support. RAPS has a full-time SENCO. The school has regard to the SEND Code of Practice: 0 to 25 years and the Equality Act 2010 and uses reasonable adjustments to ensure that children with SEND can access the EYFS curriculum and participate fully in school life.

Intimate care

Intimate care procedures are conducted sensitively, respectfully and in a way that preserves children's privacy, dignity and independence while maintaining appropriate safeguarding oversight. Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and supporting toileting. All intimate care follows the Viking Academy Trust Intimate Care Policy, and staff are trained to ensure that children feel safe and supported. This policy sets out procedures for nappy changing and for children who accidentally wet or soil themselves, as well as the roles and responsibilities of home and school. We recognise that children develop at different rates and work sensitively and collaboratively with families to support toileting and self-care in line with individual needs.

Allergies

Parents/carers are asked to provide complete and up-to-date information about food allergies, intolerances, dietary requirements and preferences before their child starts school. Information is recorded securely and shared with all staff who need it to safeguard the child, including staff preparing or handling food. Where appropriate, an allergy action plan is agreed with parents/carers and health professionals. Any visual identifier used for dietary requirements is applied in line with school procedures and does not replace staff responsibility for checking a child's needs.

RAPS follows the Trust's Allergy Safety Policy and the Department for Education's statutory guidance on Allergy Safety in Schools. The school maintains appropriate arrangements for allergy awareness, emergency response, individual healthcare plans, prescribed and spare emergency medication, staff training, incident reporting and inclusive practice.

Medical Needs

Medical needs are recorded and managed in accordance with the Trust's Medical/Supporting Pupils with Medical Conditions Policy. Individual healthcare plans are put in place where required. Information about inhalers, adrenaline auto-injectors, antihistamines and other prescribed or authorised medicines is kept up to date and accessible to staff who need it. Medicines are stored securely, administered only by appropriately authorised staff and recorded each time they are given. Parents/carers are informed on the same day, or as soon as reasonably practicable, when medicine has been administered.

Related Statutory Guidance and Trust Policies

- Department for Education guidance on children's screen use in early years settings and early years nutrition.
- RAPS Equality and Diversity and Equal Opportunities Policy.
- Viking Academy Trust Behaviour Policy and relevant physical intervention procedures.
- Viking Academy Trust Intimate Care Policy.
- Viking Academy Trust Medical/Supporting Pupils with Medical Conditions Policy.
- Viking Academy Trust Attendance Policy.

- Viking Academy Trust Safeguarding and Child Protection Policy.
- Equality Act 2010.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026.
- Early Years Qualification Requirements and Standards – current version from 1 September 2026.
- DfE *Allergy Safety in Schools* statutory guidance
- EYFS Statutory Framework for Group and School-Based Providers – effective from 1 September 2026.