



Lakeside

Nursery & Primary School

Early Years Policy



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Introduction

This policy outlines the provision Lakeside Nursery and Primary School offers to all its pupils aged two to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS). We value the importance of the EYFS in providing a secure foundation for future learning and development.

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This document also complies with our funding agreement and articles of association.

Roles and Responsibilities

- The Governing Body will approve the Early Years policy and hold the Academy Head to account for its implementation.
- The Academy Head is responsible for ensuring the day-to-day implementation of this policy in conjunction with the Early Years Lead.
- All Early Years staff are responsible for the daily implementation of this policy under the guidance of the Early Years Lead.
- Pupils are expected to engage fully in all areas of the curriculum, to work with adults in adult-led activities and to use the environment to explore and develop their own skills and abilities.

Aims

At Lakeside the child is central to all that we do, their happiness and wellbeing is at the heart of our curriculum. Our aim is for all children to be confident communicators, inquisitive, independent, and happy learners. We recognise children's individual needs and prior learning to create a holistic curriculum that builds strong foundations for the future. The skills and knowledge acquired is underpinned by a strong set of values. Children at Lakeside understand the importance of respect, they are considerate of others and develop social and emotional intelligence.

Throughout their time in the Early Years, the children develop a sense of belonging to our school community and we believe community involvement and parent partnership are key to children's education. We champion equality and believe every child can make progress. We recognise that all children are unique, and we celebrate differences within our school community. This is achieved through a curriculum that activates children's natural desire to learn, following their interests and own curiosities. We encourage children to show courage and be aspirational in all that they do.

At Lakeside we know the development of oracy skills is key not only in academic achievement, but a child's social, emotional, and interpersonal skills. We aim for all children to develop a wide vocabulary, to clearly articulate and communicate their needs, wants and ideas. To be able to activate their inquisitive nature and ask questions. At Lakeside we aim for children to acquire the skills and experiences to prepare them for life in an everchanging world. Ensuring they receive high quality and consistency in teaching and learning so that all children make progress.

Admission Arrangements

Nursery

Little Ducklings Nursery is part of Lakeside Nursery and Primary Academy. Parents wanting to apply for a place should therefore complete the school's application form and submit it directly to the school for consideration.

We offer two 15-hour sessions:

Session A: Monday 9am – 3pm, Tuesday 9am – 3pm & Wednesday 8.40 – 11.40am

Session B: Wednesday 12.30 – 3.30pm, Thursday 9am – 3pm & Friday 9am – 3pm

All 3-year-olds become entitled to 15 hours of Free Early Education from the Government from the beginning of the term after their third birthday and as a rule, this is when children start in either Session A or B at Little Ducklings (subject to there being a space available). We will also consider a child starting in the nursery immediately after they turn 3 but only **if** there is a space **and** if parents are willing to pay 15 hours for each week, (£90 per week paid in advance), remaining in the term. We have a small number of 15-hour FEET funded places for 2-year-olds starting in the term after their second birthday. In the event that the 2-year-old places are not filled by FEET funded children, we also offer a small number of 15 hour paid places for 2-year-olds at a charge of £90 per week to be paid monthly in advance.

The school will endeavour to inform parents by letter of the outcome of their application the term before admission, but this is not guaranteed. If a place is offered, parents must confirm acceptance to the school by the date stipulated, otherwise it will be offered to another child.

For our 3–4-year-olds places, applications will be considered in accordance with the following criteria which are set out in priority order.

1. Looked after or previously looked after children.
2. Children with exceptional social/ medical/educational needs.
3. Children of staff at the school.
4. A child who, at the time of admission, has a sibling on the school roll or in the nursery.
5. Children who will turn 4 years old between 1st September 2021 – 31st August 2022.
6. Children who will turn 3 years old between 1st September 2021 – 31st August 2022.

Limited places are available for 2-year-olds and top priority will be given to those children who qualify for FEET funding. In the event of oversubscription, applications will be considered in accordance with the following criteria:

1. Looked after or previously looked after children
2. Children with exceptional social/ medical/educational needs.
3. Children of staff at the school
4. A child who, at the time of admission, has a sibling on the school roll or in the nursery.
5. Children who will turn 3 years old between 1st September 2021 – 31st August 2022.
6. Children who will turn 2 years old between 1st September 2021 – 31st August 2022.

In cases where an exceptional social, medical, or educational need either exists or is identified, the Nursery may consider an alternative timetable of attendance for a specific period. Any changes to the normal provision will be temporary, at the discretion of the Academy Head or Inclusion Lead and only

offered with the express aim of facilitating early and comprehensive assessment. Where any category is oversubscribed, applicants will be ranked according to the straight-line distance that they live from the school with priority being given to those children who live the closest. The Nursery will then maintain a waiting list in criteria order.

Once a two-year-old is placed on role at Lakeside Nursery (Little Ducklings), they will automatically be entitled to a three-year-old place and the number of three-year-old places will reduce. It should be noted that admission to Little Ducklings Nursery does not guarantee admission to the reception class in the main school. Applications for Reception must be made separately and submitted by the statutory deadline to be considered.

Reception

Children enter the Reception classes in September of the school year in which they are five. Places in the Reception classes are offered in accordance with Surrey Local Authority Admissions arrangements.

[Organisation of Classes](#)

Nursery

On entry to Little Ducklings Nursery, each child is allocated a Home Group and Keyworker which may change during their time with us. At Lakeside, we feel it is important that children develop positive relationships with all staff and so their role is to support all children within the nursery environment.

The children will spend time in their home groups during both the morning and afternoon sessions. These times are spent learning about rhythms; rhymes; a wide range of stories; early introduction to phonics and early number skills; and a chance to engage in small discussions that develop their communication skills. It is a special time where your child feels confident, in a secure group, to try new challenges and take a 'risk'. Above all, we endeavour to nurture a positive attitude towards learning to ensure each child achieves success.

Reception

Our Reception class can take up to 60 children. For organisation purposes it is then divided into two classes. The whole unit is named Penguins, but one registration class is named Emperors and the other Rockhoppers. Children are allocated a class teacher, but all children "belong" to all adults, and all adults "belong" to all children. They will spend time in their separate classes learning specific skills and knowledge, such as Phonics. Children will then free flow across both classes, accessing our indoor and outdoor learning environment to apply and practice the skills and knowledge taught.

[The Early Years Framework and Curriculum](#)

Our curriculum has been developed in conjunction with the DfE guidance, including, but not limited to the following:

- The Early Years Foundation Stage (2021)
- Development Matters (Non-statutory curriculum guidance for the early years foundation stage) Revised July 2021

Statutory guidance outlines four underlining principles:

- **Quality and Consistency:** At Lakeside we work hard to ensure all children make good progress. We pride ourselves on having an inclusive environment that ensures children are both supported and challenged in their learning.
- **A Secure Foundation:** Our curriculum is planned according to children's individual curiosities, through core stories, themes, and community needs. We are highly reflective and use observations and interactions to inform future planning.
- **Partnership Working:** As one of our school drivers, community and parent partnership is vital in ensuring all children are provided the right foundation for good progress throughout their school life. We provide a holistic approach to teaching and learning. Working with parents to ensure the environment and learning opportunities not only support your child but challenge them too.
- **Equality of Opportunity:** We aim to provide a safe, caring, and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them to reach their full potential.

There are seven areas of learning. Three of these are seen as the prime focus for healthy development of pre-school aged children. They are seen as the foundations of learning.

Communication and Language

- Listening, Attention and Understanding
- Speaking

The development of children's spoken language underpins all seven areas of learning and development. At Lakeside we understand the importance of back-and-forth interactions in a child's language and cognitive development. Our learning environment is language rich, and the team is committed to engaging in high quality interactions. Children are given opportunities to experience a language rich environment to develop and extend their vocabulary, to develop confidence and skills in expressing themselves and to become active listeners.

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Children's wellbeing and happiness is at the heart of all that we do. At Lakeside we know that the development of PSED is crucial for children to lead happy and healthy lives, and fundamental to their cognitive development. The team are committed in developing positive, warm, and strong relationships with all children. At Lakeside we use Zones of Regulation to support children to manage emotions and develop a sense of self.

Physical Development

- Fine Motor
- Gross Motor

Physical and sensory experiences are vital in developing children's co-ordination, strength, spatial

awareness, agility, balance, stability, and all-round development. At Lakeside, the children have access to the indoor and outdoor environment and a range of resources to support both gross and fine motor development as well as weekly PE sessions.

Alongside these three prime areas, there are four specific areas for learning. These help strengthen and apply the prime areas.

Literacy

- Comprehension
- Word Reading
- Writing

Children are given access to a wide range of high-quality texts to foster a love of reading. Our curriculum themes are planned through children's interests and core books. We use a systematic approach to phonics to develop children's oracy skills, to link sounds and letters and use them to begin to read and write independently. We begin with Letters and Sounds Phase 1 and then progress onto Lesley Clarke's synthetic phonics scheme. They are given a wide range of writing opportunities linked to texts that they are familiar with or experiences that they have had.

Mathematics

- Number
- Numerical Patterns

At Lakeside we ensure children learn mathematical concepts through practical 'hands on' experiences to develop their knowledge and understanding of numbers, counting, calculation, shape, space, and measures. Talk is at the heart of early problem-solving skills, which is essential in children gaining a deep, secure, and adaptable understanding of mathematical concepts.

Understanding the world

- Past and Present
- People, Culture and Communities
- Natural World

Children are given opportunities to explore, observe and find out about people, places, technology and their environment. It is vital to help guide children to make sense of their physical world and their community. It starts with children exploring their own past and present experiences. To help foster curiosity and encourage children to explore similarities and differences in their community, environment and promote exploratory play. To develop a sense of belonging, understand diversity, build self-esteem, respect and responsibility.

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Children are encouraged to explore and use a range of media and materials. They are encouraged to express their thoughts, feelings and emotions through art, movement, dance, role-play and design and technology.

Subject leaders use the EYFS guidance, Development Matters and individual cohort needs to adapt their Progression of Skill documents. We use these to inform our curriculum objectives to set realistic and challenging expectations that meet the needs of all our children. We achieve this through:

- Planning opportunities that build upon and extend children’s knowledge, experience, and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children’s learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children’s progress and taking action to provide support as necessary.

Children are encouraged to be independent, and we have many areas and activities where children can self-select materials and equipment. Through such child-initiated play the children can develop ‘Characteristics of Effective learning’ which include:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

Our Curriculum Drivers, Lakeside Learner and School Values are interconnected with the Early Years curriculum. They are fundamental in enabling children to develop life-skill qualities.

The image shows four dragonfly-shaped diagrams, each representing a curriculum driver. Each dragonfly has a central body with text and four wings with additional text.

- WELLBEING:** Strategies to promote a healthy mind such as meditation, essential oils, chill zones, bubble time, Understanding the environment through PSHE lessons and emotion chart in classrooms, Forest School, Understanding the importance of exercise on one's wellbeing, Calm starts to the day, Greenhouse and PSHE, Understanding emotions through PSHE lessons and emotion chart in classrooms, ELSA.
- THE GREAT OUTDOORS:** Forest school, Green ambassadors, Gardening in courtyards and vegetable patches, The daily walk, Teaching to look after and respect the outdoors, Outdoor lessons, Use of the school pond to study mini insects and life cycles, Blue hotels, Outdoor lunches.
- COMMUNITY:** Family involvement in children's learning, Link with local secondary schools and other primary schools, Learning about and celebrating different religions through classroom teaching, visiting speakers and trips to local places of worship, Events across the school, School buddies for reading and friendship, Inclusive classrooms, Invitation to parents/ school neighbours and other members of the community to school events such as Grandparents Day, Children's shows and class assemblies, Visiting local businesses such as Post Office, Offices, etc.
- WIDER LIFE OPPORTUNITIES:** Recognising career opportunities through visiting speakers and excursions, Trips and visits, Learning and using life skills, Developing independence, Raising money for charity, Recognising differences and appreciating the diversity we have at our school, Providing real life experiences or lessons through practical examples, Citizenship.



We understand that children learn in a holistic way, and we orchestrate the environment to facilitate a community of enquiry. Children are given ample opportunities to act in an autonomous way and encouraged to take a lead in their own learning. However, we know that children need adult instruction to learn new things we ensure that there is a healthy balance. We trust in children's judgements and actively tune into their passions and interests using them as a vehicle for learning. Our Early Years staff are dynamic and creative in their approaches to delivering the curriculum and strive to offer learning opportunities in meaningful ways that are designed to promote the love of learning! Our Early Years team follow a flexible timetable.

Child Led Learning "Explore and Learn"

Children have extended periods of time to engage in their own lines of enquiry. Our learning environment is set up to ensure children have access to open ended resources to support learning in all areas of the curriculum. The inside and outside environments have equal importance. During this time children will:

- Engage in open ended resources that support learning in all areas of the curriculum.
- Practice the skills and knowledge acquired in adult directed activities.
- Practice and embed learning behaviours.
- Develop their metacognitive skills and self-regulation.
- Adults interact in child led learning to support, scaffold, challenge and extend thinking.
- Children have agency over their learning and environment. Helping to develop intrinsic motivation and a love of learning.

Thematic Approach and Adult Directed

Our curriculum is planned around several high-quality texts, which follow a theme and are rich in language. Planning promotes awe and wonder, excitement and offers numerous experiences. Our themes are constantly evolving and developing according to community and cohort needs or interests. Direct teaching is a carefully planned set of objectives according to children's next steps. Staff teams meet half-termly to use the Progression of Skill documents to plan objectives according to children's next steps, to further extend current learning or plan new skills or experiences that need to be offered.

Some planned activities include:

- Storytime and Grandma Fantastic – Her love of language promotes the development of new words.
- Systematic phonics approach.
- Daily Circle Times.
- Mindfulness – Breathing techniques, yoga, outdoor learning.
- Adult led inputs to teach a new skill.
- Enhancements – Activities available to the children with a clear objective.

The Learning Environment

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, quiet, creative, imaginative, problem solvers and explore their own enquiries. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently. The Foundation Stage has outdoor areas, and children can free flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors.

They can explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning. A risk assessment is in place that covers the basic provision that we provide in the EYFS, and ongoing verbal risk assessments are continuously discussed with the children to help them to take measured risks and keep themselves safe.

Observations and Assessment

At Lakeside, ongoing assessment is an integral part of the learning and development process. Staff teams will meet daily to evaluate the day's learning and discuss their observations of the children. In light of this discussion, learning will be adapted in the moment or for the following day. We work closely with the Inclusion Lead to ensure our curriculum meets the needs of all children, including SEND and disadvantaged. A variety of summative and formative assessment methods are embedded into our practice to ensure that outcome judgements are holistic and focussed on the individual child. Photographs/Videos of children's learning are shared with parents through an online system called Tapestry. All practitioners have access to Tapestry and are responsible for sharing annotated photographs with parents throughout the year. We encourage parents and/or carers to contribute to their child's learning journey to feed into the child's overview of their learning.

Baseline

During the first half term (Autumn 1) or the child's first 6 weeks in our provision we will undertake a baseline assessment. This is where staff observe children during child led learning and undertaking activities for all areas of the curriculum. In the Nursery we focus on the Prime Areas only and in Reception we cover both Prime and Specific.

According to statutory guidance, children in Reception will complete the Reception Baseline Assessment (RBA). The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer, or tablet. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared, and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Focus Children

Reflecting the changes in EYFS assessment, across the Kite Academy Trust we use a Focus Child Approach.

Each week a small number of children are chosen to be a focus child. During child-initiated learning time, adults will focus on these children to identify their progress/next steps and learning styles. Each child is a focus child twice a year, this resulting in parents having the opportunity to contribute and

consult with the teachers in a structured way each term. In Nursery, the number of cycles will be dependent on the term the child will start with their academy. During each child's focus week, quality interactions and learning experiences are reflected on and used to inform next steps. These reflections are also shared with parents via Tapestry.

At the end of their week as a focus child the team will meet with the parents to discuss progress, achievements, and next steps through a telephone conversation. Evidence in children's learning journeys supports all areas of the curriculum. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Next steps will be shared and agreed between key people and parents, and strategies provided to enable success at school and at home. Children with identified SEND will have individual targets set throughout the year which are regularly reviewed and discussed with parents. These targets will link to their intervention plan.

Two-Year-Old Progress Check

In accordance with statutory guidance, when a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

End of Nursery

At the end of their time in Nursery, they will receive a written report against the Prime Areas of learning, characteristics, and next steps. This ensures that necessary information is passed onto the next setting to build on the child's knowledge and understanding. Those children with additional needs will have a report based around their characteristics of learning alongside their most recent individual support plan/targets. There will also be meetings and discussions with reception class teachers, SENCos, DSLs at primary schools as appropriate

End of Reception

At the end of the EYFS, staff complete the EYFS profile for each child. We meet the family to discuss their child's progress, next steps and support when transitioning to year 1. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

Transition

At Lakeside, we understand that starting Nursery and school can be a daunting prospect for some children and parents, so we offer a comprehensive induction programme which starts with 'Stay and Play' sessions, stories and songs via Tapestry for the summer break, staff handover meetings, parent meetings and a home visit by the class teacher and support staff, during the first week of September.

Parent and Family Partnership

Partnership with parents and families is vital in building a picture of the whole child. We fully respect that parents/carers are a child's first educators and parents play a significant role in their education of their child. We welcome parents into the setting and encourage a strong partnership of working holistically to support children. We take pride in the strong and positive relationships we have built with our families, to ensure all children are supported. We encourage families to contribute to their child's learning journey to share any achievements or progress they have made. Parental involvement with school begins even before children start, with an invitation to visit the school, meet their child's teacher or keyworker, and visit their classroom. Reception parents are invited to a workshop in the summer term to provide them with essential information for the next academic year. Parent meetings are held throughout the year through our focus child approach where the class teacher chooses a group of children to focus on and discuss strengths and next steps with parents. A report is sent out at the end of the summer term and parents are invited into school to discuss this report.

At Lakeside we operate an 'open door' policy and encourage parents/families to communicate any concerns or questions with their child's teacher. They can make an appointment to discuss concerns or questions with EYFS Leader or Academy Head. Parents are kept informed of all happenings in the school by regular newsletters, via Tapestry and can contact their class teacher via the year group email. Parents are invited to various assemblies and functions throughout the year. We encourage parents or members of the family to help in our Nursery and Reception Class. To share their own interests, knowledge, skills, celebrations, and experiences.

Safeguarding and Welfare Procedures

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. Our safeguarding and welfare procedures are outlined in our KAT Safeguarding and Child Protection Policy.

Oral Hygiene

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing our teeth with fluoride toothpaste and what good oral hygiene means.
- Applying our healthy school approach when providing food and cooking opportunities in EYFS.
- Working with families to understand the importance of good oral health and the importance of visiting a dentist on a regular basis.
- Working with health professionals to support our oral health learning.

Nappy Changing and Toileting

At Lakeside we recognise that every child develops at different stages, and we understand that some children will still require support attending to their toileting needs. Some may still be wearing nappies or pull ups during their time at Lakeside. In line with our KAT Welfare Policy (see Intimate Care section), we aim to work in partnership with parents/carers to support children on a daily basis in line with their individual needs. We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm as well as ensuring the staff member

involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:

- Children will be changed by a member of staff with a valid DBS.
- A child's nappy will be changed as and when needed, but at least 2 times daily, morning and afternoon.
- Nappy changes will be recorded by the member of staff responsible (date, time, staff initials and whether the nappy was soiled or wet).
- Staff members must wear a disposable apron and gloves. New ones to be worn for each nappy change.
- Changing mat to be cleaned with anti-bacterial spray after every nappy change.
- Potties – Staff are to give children privacy when using potties. After each use staff need to dispose of the waste appropriately, potties must be cleaned using anti-bacterial spray.
- Parents/Carers are to provide nappies/pull ups, nappy creams, wipes and nappy sacks. The school will provide spares if and when necessary.
- Children must never be unattended on the nappy changing table.
- Stairs to the changing table must be safely put away when staff member is absent.
- All children should be encouraged to use the steps to access the mat on the changing table.
- All nappies and wipes must be put into nappy sacks and disposed of in the correct bin provided.
- PHS will change the nappy bin weekly.
- Soiling – If a child has a wetting accident, the soiled underwear needs to be placed in a nappy sack and then into the child's bag immediately. Staff member to explain to the parent the condition of the underwear and give them a choice to keep or allow staff to dispose appropriately into the correct bin. Staff member with valid DBS to clean areas that need cleaning if a child is unable to do this themselves. Staff member to wear apron and gloves. The staff member will talk through with the child what they are about to do so they are happy and understanding. Both staff member and child to wash hands using anti-bacterial soap. The area is to be cleaned using disinfectant and closed until dry and safe.

Inclusion and Equality

We value the diversity of individuals within the school. All children at Lakeside are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

As outlined in our Equality and Diversity Policy our school is fully committed to equality of education and opportunity for our whole school community. The Early Years curriculum is planned in order to meet the needs of the individual child and support their development. From an early stage teacher will try to identify children who may have special educational needs. Any pupils with special educational needs will be supported according to the school's SEND Policy.

Where appropriate and when needed, some children may be identified for an individualised programme of support, which may include a range of intervention programmes and strategies. This enables outcomes to be maximised. Children with identified SEND are planned for individually and will have specific targets and intervention plans. This includes those children in our SEND provisions. See also the SEND Policy and SEND Information Report for more detail.

Monitoring and Review

All elements of the Early Years is monitored by the Early Years Lead in conjunction with the Headteacher and Senior Leadership Team, through planning and book scrutinise, Tapestry observation monitoring, learning walks and pupil voice.

Appendix 1. List of statutory policies and procedures

This policy is used in conjunction with the following school policies:

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See <i>KAT Safeguarding and Child Protection Policy</i>
Procedure for responding to illness	See <i>KAT Health, Safety and Environment Policy / KAT First Aid Policy / KAT Infection Control Policy</i>
Administering medicines policy	See <i>KAT First Aid Policy / KAT Welfare Policy</i> Forms: <i>Temporary Administration of Medication Form</i> <i>Individual Care Plan</i>
Emergency evacuation procedure	See <i>KAT Health, Safety and Environment Policy</i> <i>Lakeside Lockdown Guidance</i>
Procedure for checking the identity of visitors	See <i>KAT Safeguarding and Child Protection Policy</i> <i>Arriving and Leaving Policy</i>
Procedures for a parent failing to collect a child and for missing children	See <i>KAT Safeguarding and Child Protection Policy</i> <i>KAT Attendance Policy</i>
Procedure for dealing with concerns and complaints	See <i>Complaints Policy</i>

[Click here to view Kite Central Policies and Academy Policies.](#)