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EARLY YEARS FOUNDATION STAGE (EYFS)

"The first five years have so much to do with the way the next eighty turn out"
– Bill Gates

The Early Years Foundation Stage (EYFS)

- The EYFS provides the curriculum framework that leaders build on to decide what they ***intend*** children to learn and develop.
- Leaders and practitioners decide how to ***implement*** the curriculum so that children can make progress in the seven areas of learning.
- Leaders and practitioners evaluate the ***impact*** of the curriculum by checking what children know and can do.

STATEMENT OF INTENT

At Maltby Redwood Academy, we believe that the Early Years Foundation Stage (EYFS) is crucial in securing solid foundations that our children can continue to build upon. Our children start in Acorns Class and develop into our Mighty Oaks when the children leave in Year 6. It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst gaining a positive attitude to school and learning.

We follow the Early Years Foundation Stage Framework and incorporate experiences and opportunities which best meet the learning and developmental needs of all children, thus allowing them to flourish. We recognise that children come into our setting with varied experiences and as a result of this, we work hard to ensure that the learning opportunities provided widen children's knowledge and understanding, giving them the best possible start to their education.

THE EYFS FRAMEWORK HAS SEVEN AREAS OF LEARNING

Prime Areas:

- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.

Specific Areas:

- Literacy (Reading and Writing).
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

'The development of children's spoken language underpins all seven areas of learning and development' EYFS 2021. Therefore, we understand how vitally important high-quality interaction are with the children in our setting. Although spoken language falls under the area of learning 'Communication and Language' many of the early learning goals across the seven areas of learning make explicit reference to children's ability to talk about their knowledge, skills, and understanding again highlighting how important spoken language is. We have built our curriculum around high quality texts that promote vocabulary development and enable us to further extend and develop children's language. We also believe it is important that our children's heritage and culture is reflected in the learning environment and that our children's unique identities are reflected in the texts they have access to. We believe that childhood should be a happy, investigative, and

enquiring time in their lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

CURRICULUM IMPLEMENTATION

Our Early Years curriculum is carefully developed to meet the needs and interests of our children, taking into account their different starting points. The curriculum is planned around 6 key themes throughout the year. The themes in Nursery are carefully considered to provide children with the basic skills and knowledge they need when starting their school journey. The themes in Reception then build on this to ensure that all children leave our Early Years Foundation Stage prepared and confident to transition into Year 1.

Through a combination of teacher-led and child-led opportunities, learning is planned to encourage children to develop their independence and confidence. During child-initiated time the children are effectively supported and challenged by practitioners. Communication and language skills are vital for young children and are developed through the high-quality interactions we have with the children.

We take pride in creating a highly inclusive environment, where children of all abilities demonstrate high levels of enjoyment in their education. Learning is carefully designed to ensure all children have the opportunity to reach aspirational goals set throughout the year. Children are challenged and supported in a way which is suitable for their individual needs.

The "Characteristics of Effective Learning" are at the heart of the Early Years Foundation Stage and explore the different ways in which children learn. They highlight the importance of playing and exploring, active learning and creating and thinking critically. All the learning experiences that we plan for the children promote positive attitudes to learning and school-life which reflect the academy's curriculum core values and skills needed for future success.

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Carefully selected resources promote a purposeful and calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently.

Community involvement is an essential part of our curriculum as we celebrate local traditions and acquire new and meaningful skills to enable our children to learn the foundations of being a good citizen.

CURRICULUM IMPACT

Within our EYFS Curriculum, children are assessed continuously through adult observations and interactions. These provide us with information for future planning, including children's next steps in their learning. As EYFS practitioners we want to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting. This should then result in the children achieving a 'Good Level of Development' allowing children to transition seamlessly into KS1 with their learning behaviors well established and a hunger for further learning developed.

Our Maltby Redwood Academy EYFS team strongly believes that the beginning of our children's educational journey is imperative to achieve our core purpose **'To deliver an exceptional learning experience; making a difference and facilitating success for all.'**

GUIDELINES AND FRAMEWORKS

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

Alongside the EYFS Framework we follow the non-statutory Development Matters guidance (2021). Using both of these documents we have been able to design our Early Years curriculum that is tailored to meet the needs of the children here at Maltby Redwood.

The EYFS Framework outlines the Characteristics of Effective Learning. Characteristics of Effective Learning are the ways in which a child engages with others and their environment by:

- Playing and Exploring – (children investigate and experience things and events around them and 'have a go').
- Active Learning – (children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve)
- Creating and Thinking Critically – (children have and develop their own ideas, make links between different experiences and develop strategies for doing things)

These underpin learning and development across all areas and support a child to remain an effective and motivated learner.

RESPONSIBILITIES

- The Governing Body has overall responsibility for the implementation of the Early Years Policy of Maltby Redwood Academy.
- The Governing Body has overall responsibility for ensuring that the Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Governing Body has responsibility for handling complaints regarding this policy as outlined in the Academy's complaints policy.
- The Early Years Foundation Stage Leader is responsible and accountable for the day-to-day implementation and management of the Early Years Policy at Maltby Redwood Academy.
- Staff, including teachers, associate professionals and volunteers, are responsible for the application of the Early Years Policy.

PRINCIPLES OF THE EARLY YEARS FOUNDATION STAGE

A UNIQUE CHILD

- Every child is a unique, who is constantly learning to be resilient, capable, confident and self-assured.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

POSITIVE RELATIONSHIPS

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship is respectful, caring and professional.

ENABLING ENVIRONMENT

- The learning and play environments are vital for supporting and extending a child's development.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.

LEARNING AND DEVELOPMENT

- Maltby Redwood Academy is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time, rest and direct teaching.
- The setting is designed to enable children to learn and play independently and ensures that children develop at their own rate whilst being fully inclusive.

TEACHING AND LEARNING

"Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: **communicating** and **modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative** for what they are doing**, facilitating** and **setting challenges**. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations."
(Ofsted September 2015)

Learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.

THE "PRIME" AREAS OF LEARNING AND DEVELOPMENT ARE

COMMUNICATION AND LANGUAGE

- Listening, Attention and Understanding
- Speaking

PHYSICAL DEVELOPMENT

- Gross Motor Skills
- Fine Motor Skills

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Self-Regulation
- Managing Self
- Building Relationships

The Prime Areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. Prime Areas are fundamental, work together, and move through to support development in all other areas. These are the primary focus within our Nursery. These areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

THE "SPECIFIC" AREAS OF LEARNING AND DEVELOPMENT ARE

LITERACY

- Comprehension
- Word Reading
- Writing

MATHEMATICS

- Number
- Numerical Pattern

UNDERSTANDING OF THE WORLD

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

EXPRESSIVE ARTS AND DESIGN

- Being Imaginative and Expressive
- Creating with Materials

The Specific Areas include essential skills and knowledge. They grow out of the Prime Areas and provide important contexts for learning for children to participate successfully in society.

Teachers complete long term, medium term, and weekly planning as well as continuous provision planning; these plans include all areas of learning and are cross-curricular.

LEARNING AND DEVELOPMENT

- Learning and development is implemented through a mix of whole class, adult-led learning, adult -directed learning and child-initiated learning. All of these modes of activity are reactive to the child's interests, fascinations and stage of development.
- Play is important to learning and development and we therefore do not make a distinction between work and play.
- We plan children's activities to reflect their interests and the intended learning outcomes.
- Assessment for learning is conducted through observation when required and play and learning opportunities are adapted accordingly.
- We reflect on the different ways that children learn, and we support children in demonstrating the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage, which are: playing and exploring, active learning, creative and critical thinking.

TEACHING STRATEGIES

"What a child can do in co-operation today, they can do alone tomorrow" – Lev Vygotsky

Throughout the school day there is a clear balance of adult-led and child-initiated learning opportunities in order to enable children to reach their full potential in all areas of learning. Children are exposed to a range of skills, interest, and inquiry-based learning opportunities to maximise progress over time.

During child-initiated learning the adults focus on high-quality interactions with the children whilst participating in their play. Adults then extend this play by modelling and scaffolding new learning known as the 'planning in the moment' approach. Adult-led learning involves the children completing a set task with an adult where children are taught new concepts or given the opportunity to develop skills and knowledge.

Stimulating and exciting indoor and outdoor environments are carefully designed and resourced to reflect children's interests, support pathways to progress, encourage exploration, promote language, support vocabulary, offer challenge and encourage independent thinking. Our provision is planned to both build on prior learning and introduce new concepts to the children.

Play is purposeful to the child's learning journey; adults engage in high-quality interactions to ensure that there are maximum learning opportunities and a language rich culture where children can receive exceptional learning experiences.

READING

We value reading as a fundamental life skill and are dedicated to enabling our children to become lifelong readers. We have an ambition that all children will independently read fluently by the end of Key Stage 1. We believe that reading is the key to overall academic success. We have therefore tailored our curriculum around high quality texts.

We strive to promote a reading culture within the Academy; reading is the backbone of our curriculum, immersing children in high quality daily reading experiences.

Children chose a book from their must-read list to take home to promote a lifelong love of books and enhance communication and language opportunities with their parents/carers. Children in Reception will also take home a reading book that matches their phonic level to enable parents to support their child's reading development.

CURRICULUM CORE VALUES



Our Core Learning Characteristics are modelled by all adults to the children as part of our everyday practice. We promote the characteristics with the children and have a range of rewards in place to praise the children when the children are displaying one of the characteristics.

DAILY TEACHING

Children in Nursery start every morning with daily phonics and physical development sessions. In the Spring term Read Write Inc. sessions start for the children who are at the suitable age and stage of development. The children take part in a daily whole class direct teach which focuses on one of the 7 areas of learning and is followed up with an adult led task. The children also have a daily maths and reading session, allowing the children to experience number and stories every day.

Children in Reception participate in a daily Read Write Inc. session where the children's phonic learning is tailored to their individual sound knowledge. English and Mathematics is taught daily and follow up tasks are completed in small groups. Afternoons focus on the wider curriculum subjects such as Science and Art and children continue to access our high-quality provision during child-initiated learning time. Learning is cross curricular, focusing on basic skills and children's interests to ensure that we have Year 1 readiness. Daily vocabulary and story time is given high priority to develop the children's knowledge and love of reading.

In both Nursery and Reception, we offer weekly exceptional experiences such as Baking and sessions in our woodland area.

CULTURAL CAPITAL

Cultural capital is the essential knowledge that children need to prepare them for their future success.

At Maltby Redwood, we try to enhance children's cultural capital by providing them with opportunities of exceptional first-hand experiences and exposing the children to memorable events that make learning purposeful.

Educational visits and visitors play a vital role in the Early Years at Maltby Redwood Academy; these are an opportunity to further develop children's views and understanding of their world and community. Each half term an exceptional experience is planned for the children that is tailored to the learning journey that the children are actively engaged in.

When out of school we ensure that all ratios are matched for the year group carefully. We ensure that there is a ratio of 1:4 for Reception and 1:1 for Nursery where children are required to be accompanied by a parent/carer.

Delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

CLASSROOM ORGANISATION

Our Early Years classrooms promote all seven areas of learning. They encompass children's interests, promote language and collaboration across Nursery and Reception with a shared outdoor area. Classrooms are exceptionally well organised with defined areas of provision. Provision areas are set up by adults to encourage exploration and engagement in learning that links to their current learning journey. All areas of learning are clearly identifiable by the use of visual signs displayed in the areas. Areas include role play, small world, sand, water, creative, malleable, maths, construction, writing, reading.

The outdoor area also promotes the seven areas of learning however there are more opportunities for the children to develop their gross motor skills. This is due to the nature of the outdoor area which includes a climbing frame, a physical area where the children can play ball games etc and large construction resources such as wooden blocks and tyres which the children can build with. We have a Woodland Area that the children access weekly as part of 'Forest Fridays'. The children access the woodland in all weathers and engage in child initiated exploratory play as well as adult directed learning for example designing and making bird feeders, planting, and creating dens as part of the adult-led curriculum.

'Nature is a tool to get children to experience not just the wider world, but themselves.'
-Stephen Moss

ASSESSMENT

Assessment is an integral part of the Early Years for children's learning and development. Practitioners observe children whilst engaging with them in a variety of opportunities to gain an understanding of each child's level of understanding. This happens live throughout any taught session as well as during child-initiated times when children are embedding and extending any previous learning. Observations and assessments are then used to shape and alter any future learning. Children are monitored throughout the year on their development and progress in relation to age related expectations. Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings.
- Photographs and videos.

- Written observations.
- Work completed by pupils.
- Summative and formative assessments on Bromcom.
- Anecdotal evidence.
- Professional judgement of EYFS teachers and associate professionals.
- Comments and evidence provided by parents/carers.

The vast majority of assessment information used to inform judgments is collected by professionals engaging in high quality interactions with the children.

Teachers regularly update assessments when children are secure in their outcomes and judgements are discussed at Pupil Progress Meetings. Gap analysis is conducted as part of assessment for learning to allow opportunities for intervention to be planned for.

The cycle for assessment is as follows:

- Baseline assessment: Within 6 weeks of the child's start date of school.
- Progress assessments: February and June.

Learning journeys are completed on 'Seesaw' where evidence is cross referenced. All assessments are reported to parents during the bi-annual parent meetings and formally in the child's end of year academic 'Record of Achievement'.

COMPLETING THE EARLY YEARS FOUNDATION STAGE PROFILE

During the Summer term, of the academic year that a child turns five, we complete the Early Years Foundation Stage Profile (EYFSP). Practitioners assess a child's attainment against the 17 Early Learning Goals (ELGs) and consider whether a child has reached a 'Good Level of Development' (GLD).

Judgements are recorded as a child has reached the expected level of child development or is still working towards age related expectations as so is emerging in their development. Following the 2021 EYFS curriculum reforms there is no longer an opportunity for children to 'exceed' the good level of development.

The EYFSP provides everyone with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Children have differing levels of skills and abilities across the EYFSP, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

We follow the most up-to-date guidance published by the government in the form of the Assessment and Reporting Arrangements (ARA) for any given year.

REPORTING TO PARENTS

During the year there are two opportunities for parents to meet formally with their child's class teacher and share work and discuss attainment and progress; along with daily informal meetings during drop off and collection. Further parental support is sought during the year to evidence objectives that are more commonly seen at home, such as using technology in the home and parental responses are used as evidence.

Should a parent wish to email school any additional evidence it can be sent to:

info@maltbyredwood.com

RECEPTION BASELINE ASSESSMENT

All children participate in the Reception Baseline Assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between Reception and Year 6/the end of Key Stage 2.

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

The assessment has been designed to ensure that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). The teacher can pause the assessment at any time if the child needs a break. There are also modified materials available for children with visual and hearing impairments.

The data from the assessment will only be used by the Department for Education when the child has reached the end of Year 6, to provide the baseline to measure the progress of the child's year group from reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

The child's teacher will receive a set of statements which provide a narrative description of how the child performed in the assessment; this will be shared with parents at Parent's Evening during the Autumn Term.

For more details you can also visit www.gov.uk/STA

PARENTS AND CARERS AS PARTNERS

The Early Years Foundation Setting cannot function without the support of parents and carers. Relationships between parents and staff are forged during the induction process and the staff at Maltby Redwood Academy EYFS endeavour to nurture these relationships throughout the school year. Every child is assigned to a key person, this is a safeguarding and welfare requirement. Parents are informed of their child's class teacher in the Summer term before their child starts school.

At Maltby Redwood Academy, we believe that Parents/Carers are the child's first educators. We work in partnership to ensure that we build a full picture of the child and give them the best possible start to their educational journey through regular engagement including:

- Parents Transition Meeting, held prior to children starting school.
- Open evening events, held prior to children starting school.
- Twice annual formal Parents Evenings.
- Annual open classroom/information evening.
- An annual Phonics parents meeting.
- Asking parent to complete admissions/induction forms, a medical form and to complete a Transition Questionnaire to help us to understand each child's character and personality.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents, the school and the wider community.
- Weekly Whole School awards Assembly.

SAFEGUARDING AND WELFARE

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the EYFS Statuary Framework September 2025; ensuring that our school is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Our Academy has a rigorous safeguarding policy and procedures in place that are used to identify anyone at risk of harm or radicalisation, this sets out a clear procedure for reporting any concerns from minor to major. All staff are trained in Safeguarding, which is updated annually, focusing on contextual issues. The school has rigorous checks when employing members of staff. Safer recruitment procedures are followed. All practitioners must have the relevant qualifications and training and must be DBS checked. All DBS checks are updated on a rolling basis as required.

As an Academy we are committed to meeting our obligations with regards to school attendance which is outlined in our Attendance Policy that can be found on our website. This includes expectations for reporting child absences and the actions that will be taken if a child is absent without notification or for a prolonged period of time.

All our Early Years staff are Paediatric First Aid (PFA) trained, ensuring there is always a member of staff with PFA on the premises available at all times. When visits take place out of school, we ensure two members of staff are PFA trained, and we follow the ratios of 1:1 for Nursery and 1:4 for Reception.

At Maltby Redwood Academy specific staff are also trained in Team Teach, which enables children to be positively handled who are at risk of harming themselves or others. Any children who have been identified as presenting a risk will have a "Positive Handling Plan". The plan details any strategies which have been found to be effective to support that individual child. More information regarding this can be found in the Positive Handling Policy.

SAFER EATING

Safer eating is a priority at Maltby Redwood Academy. Outlined below are the ways in which we ensure children's safety when eating:

- There will always be a member of staff in the room with a valid paediatric first aid certificate while children are eating.
- All allergy information is obtained before pupil admission and shared with all staff involved in food preparation
- Records of special dietary or health requirements, preferences and food allergies which children have are managed through IHP and updated regularly.
- All staff undertake annual allergy and anaphylaxis training, so are aware of the symptoms and treatments for allergies and anaphylaxis including the use of adrenaline
- We recognise Anaphylaxis as a time-critical emergency: and adrenaline will be given immediately/within five minutes and 999 called without waiting to see whether the child improves.
- Food is prepared in a suitable way for each child's individual developmental needs.
- Food is prepared in a way to prevent choking.
- When there is a choking incident that requires intervention, staff record where and how the child choked and inform parents or carers.
- Where possible, staff sit facing children while they eat to make sure children are eating safely, prevent food sharing and can be aware of any unexpected allergic reactions.

E-SAFETY

We have an E-Safety policy which stipulates and advises how to keep children safe when online, which is available on our website. Staff and children are regularly made aware of how to keep safe online and have training around this. This is also regularly promoted throughout the school during e-safety week and monthly newsletters. The school also has a filtering system that blocks any unknown or suspect websites. However, professional judgement is always advised and promoted throughout the school.

INTIMATE CARE

Depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and staff will work in partnership with parents to give the right support to an individual child.

See separate *Toileting and Intimate Care Policy*

Our additional requirements from parents to ensure the safety of each child is we request parents to provide an additional emergency contact should we not be able to reach the priority contact. We also ask parents to provide a password for their child. Staff will ask any unfamiliar family members for the password so that children are released safely at the end of the day.

HEALTH AND SAFETY

Health and Safety is paramount to the children at Maltby Redwood Academy. We ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unnecessary risks. We complete both an indoor and outdoor risk assessment which is reviewed annually. Children learn when they feel happy and secure. In order to meet these needs the following is in place:

- **Healthy school meals** – Children in Reception are entitled to a free school meal and are provided with this. The school meals are carefully catered and follow a healthy food model.
- **Healthy snack** – Fruit and milk are provided and are available throughout Nursery and Reception for children to eat. We also encourage children to bring a water bottle into school which they can access throughout the school day; we only permit water in bottles as we are a 'Gold Healthy School'. Milk is free of charge but becomes payable following the child's 5th birthday.
- **Screen Time**- The EYFS statutory framework requires settings to have regard to the DfE guidance on screen use. Our approach is to use screens carefully, intentionally and only when they enhance children's learning and development. They will not replace high-quality adult interactions or be used to occupy children. The guidance for 2 – 5 year olds is to limit screen time to up to 1 hour per day or less if possible. If a screen is used it will be for a limited period and under adult support to ensure it remains interactive and is appropriate. This reflects the **Best Start in Life** approach; reducing screen time creates more opportunities for the everyday experiences that support children's development **– talking, playing, reading and being active together.**
- **Accidents and First aid** – Within the EYFS team there are Paediatric First aiders who are on site at all times. All first aid cupboards are clearly labelled and regularly updated. All accidents are recorded, and parents are informed of any accidents. If a more serious accident occurs (e.g. significant bump, scrape or graze) parents will have a phone call home to inform them of anything that has happened before the end of the session.

- **Nappies** – We encourage all parents to ensure that their children are toilet trained before they start in Nursery, but in the event that this is not possible, we will put into place a care plan which will ensure that the child is well looked after and regularly changed.
- **Fire alarms** – A fire alarm practice is organised at least once per term and all of these are timed and recorded. We have set fire doors throughout the setting, and the caretaker carries out regular safety checks.
- **Lockdown procedure** – In order to ensure that all of our children and staff are prepared for extreme circumstances beyond our control a lockdown drill will be scheduled annually.
- **Child Protection and Safeguarding** – We have a very clearly set out safeguarding policy, which is available on our website. Our Designated Safeguarding Leads are Mrs R Berry (Principal) and Mrs S Jones (Deputy Designated Safeguarding) and Miss S Brown (Deputy Designated Safeguarding). If you have any concerns about safeguarding, please speak to our safeguarding officers who will assist you.

Further details can be found in the whole school policies:

- Safeguarding and Child Protection policy
- Health and Safety Policy
- Supporting Children with Medical Conditions policy

TRANSITION

There are several transitions throughout the Foundation Stage that are planned and delivered with due regard. Children starting their school journey by joining Nursery are able to visit prior to them enrolling. Strategic meetings with parents are organised to ensure that vital information is shared about the children and parents/carers are given the opportunity to ask questions. Transition into Nursery from private settings are made seamless by liaising about children's interests, abilities and individual needs and organised by the EYFS Leader.

The second transition that occurs during the Early Years is from Nursery to Reception. Children's needs when moving from part time to full time school is managed successfully by clear communication within the EYFS team and is overseen by the EYFS Leader.

Parents new to school are invited to attend a transition meeting during the term prior to their child attending to provide them with key information including the school ethos, the curriculum, expectations and learning journeys and an opportunity to meet the EYFS team.

There are internal transition meetings during the summer term between the Nursery Teacher and the new class teacher in Reception, allowing information about each child's development to be shared and have the opportunity pass on any other important information about each child (e.g. medical, SEND, EAL).

The third and final transition is that between Reception and Year 1. During this transition the children attend a planned transition session in which the children are hooked into a new project and have the opportunity to spend a full morning with their new class teacher. We also ensure that Reception teachers and Year 1 teachers meet to inform the child's new teacher about each child's level of development, Early Learning Goal achievement and any other information about each child (e.g. medical, SEND, EAL).

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Maltby Redwood Academy is an inclusive school which offers a broad, balanced and creative curriculum which aims to encourage all children to achieve their full potential, including children with SEND.

- A member of our Senior Leadership Team is the designated Special Educational Needs Coordinator (SENCO).
- Maltby Redwood Academy gives consideration to whether a child may have a special educational need or disability (SEND) which requires specialist support.
- If a child's progress in any prime or specific area of learning gives cause for concern, we will discuss this with the SENDCO and the child's parents/carers and agree how to support the child.
- Further details can be found in the following whole school policies: Special Education Needs and Disability Policy and Information Report/The Accessibility Plan/The Equality Policy.