



Wakefield Grammar Pre-Preparatory School

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CHANGE RECORD - REVIEW PERIOD ANNUALLY

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WGPPS Early Years Foundation Stage (EYFS) Policy

1. Introduction

The Early Years Foundation Stage (EYFS) at Wakefield Grammar Pre-Preparatory School (WGPPS) incorporates Foundation Stage 1 (FS1) (Nursery) and Foundation Stage 2 (FS2) (Reception).

Children are eligible to join our FS1 the preceding year before they start school i.e. age 3 plus.

From our FS1 provision, most children stay in the School and progress into the FS2 classes.

2. Learning and development

(To be read in conjunction with WGPPS Curriculum Policy and WGPPS Teaching and Learning Policy)

The aims of our EYFS curriculum reflect the whole school vision of WGPPS:

Big futures start at Wakefield Grammar Pre-Preparatory School. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instils a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning.

The pupils in the Early Years Foundation Stage (EYFS) follow the [Statutory framework for the Early Years Foundation stage 2025](#). The Early Years Curriculum identifies seven distinct areas of learning, together with constituent Early Learning Goals. These are divided into the three prime areas, which lay the foundations of learning, and four specific areas, which build upon these prime areas.

The three prime areas of learning are:

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

The four specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

Our aim within our EYFS is to ensure that all our pupils receive a broad and balanced curriculum to prepare and equip them for their future learning and experiences.

For our youngest children we ensure there is a strong foundation for their development in the three prime areas. The specific areas provide our broad curriculum with many opportunities to strengthen and apply the prime areas. The characteristics of effective learning underpin learning and development throughout the EYFS curriculum.

Playing and exploring - engagement:

- Finding out and exploring
- Using what they know in their play
- Being willing to have a go

Active learning - motivation:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and thinking critically - thinking:

- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways

Information describing each child's characteristics of learning is collated throughout the year in the form of formative assessments and ongoing observations. We ensure there is a balance of adult led and child initiated activities across the day. By the end of the summer term in FS2 children will experience more adult directed tasks as they prepare for Year 1.

More information on the EYFS can be found on the [Early years foundation stage - GOV.UK](https://www.gov.uk/early-years-foundation-stage) website.

Any relevant Early Years policies are available to parents on our [website](#).

At Wakefield Grammar Pre-Preparatory School, we recognise all children in the EYFS are unique and that their individual experiences, both in and out of school, will play a vital part in developing them as individuals. Because of this, each child will have lots of different ideas and ways of playing. We also recognise that all children in our EYFS setting should have equal opportunity to access all play provision.

Through careful observation of each individual child as they play, we aim to provide stimulating, challenging and enjoyable play experiences for every child in our EYFS settings. Observations of children at play inform the EYFS provision planning on a weekly and half-termly basis.

Play experiences may be inside or outside and may be adult-led or child initiated. Children may play on their own, alongside other children or play cooperatively. Play may be quiet or energetic but the safety of individuals and groups are monitored by staff at all times. Staff respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

Role play with guns or swords is not part of our curriculum. The making of such toys with construction material is discouraged but not outlawed.

Our objectives during play are to:

- Extend the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it.
- Recognise the child's need to test boundaries and respond positively to that need.
- Manage the balance between the need to offer risk and the need to keep children safe from harm.

- Maximise the range of play opportunities through planned and spontaneous provision.
- Promote independence and good self-esteem.
- Develop communication and language skills through meaningful interactions with adults and peers.
- Allow for multisensory learning.
- Develop children's respect for others and offer opportunities for social interaction.
- Foster the child's wellbeing, healthy growth and development, knowledge and understanding, creativity and capacity to learn.

3. The Nature of EYFS Play Provision at Wakefield Grammar Pre-Preparatory School

FS1 is on the ground floor of our school and this enables the children to have access to both indoor and outdoor learning activities, with staff supervising at all times.

FS2 classrooms are on the first floor and are accessed by a staircase. The children are accompanied when they are involved in outdoor provision. This takes place at timetabled intervals throughout the school day. Each FS2 class has continuous areas of provision. We have also got an additional classroom for FS2 which enables indoor/outdoor provision and large scale or 'messy' activities.

Developing the Areas of Learning through play

3.1 Personal, Social and Emotional Development

- The resources and experiences provide opportunities for children to develop cooperation and build relationships.
- Children are encouraged to work together, take turns and help each other.
- Children are encouraged to take responsibility for the resources in both indoors and outside areas.
- They are able to access equipment in areas and tidy resources away independently.
- The organisation and management of play areas support children in initiating and developing their own ideas and interests.
- Children are encouraged to develop a sense of wonder about living things and natural phenomena.
- Children develop their understanding and show respect for living things.
- The resources and experiences provide opportunities for children to act out their feelings.

3.2 Physical Development

- The planning of equipment in the classroom and outdoor area takes into account all stages of the children's physical development.
- There is a good range of equipment to develop children's coordination and control skills.
- The resources and equipment encourage a variety of ways of using the body.
- The children are presented with challenges that enable them to discover what they are able to do, whilst learning about the limitations of their bodies.
- Children are able to experience a variety of different sized materials and use them in a variety of ways.
- Children are encouraged to use their bodies imaginatively e.g. dance, music and movement and on large and small apparatus,
- Staff ensure that all children have equal access to all areas of physical learning

3.3 Communication and Language

- There is a good range of stimulating first-hand experiences for the children and adults to talk about.
- There are places for the children to talk with each other.
- Planning for collaborative tasks and experiences.
- Shared speaking and listening activities, reporting back to peers and adults.
- Encourage children to talk through shared experiences.
- Stories are told/ read/ re- enacted in both indoor and outdoor areas.
- Children are encouraged to express their ideas and interests through role play.
- Children are encouraged to tell their own stories and act them out through Helicopter story sessions.

3.4 Literacy

- Reading, mark making and writing are incorporated into activities and experiences. They are relevant and meaningful to children's interests and patterns of learning.
- Children are increasingly encouraged to use the written word, to mark-make or write for a range of purposes, e.g. signs, messages, tickets.
- Non-fiction books are a stimulus for investigations and as reference material.
- Word banks and writing resources are provided in play areas.
- We understand the importance of vocabulary and build opportunities to develop enhanced vocabulary (Tier 2/3 vocabulary) throughout every area of learning.
- We develop a love of learning and understand that reading and high quality texts should be a core component of all areas of learning in EYFS.
- Story time is sacred and children are encouraged to bring in and choose their own texts.

3.5 Mathematics

- Children are encouraged to explore patterns, shape, measurement and numbers in the natural and man-made world.
- Children can work in 3D.
- The available resources enable children to solve mathematical problems.
- Staff encourage children to develop and use their mathematical language.
- The range of equipment enables children to work on a variety of scales.
- Numbers are incorporated into children's play.
- We follow the CPA (Concrete, Pictorial, Abstract) approach - giving children concrete and pictorial experiences before we apply this to the abstract.
- We want children to experience joy in maths in the same way we encourage this for reading.
- Children are encouraged to write numbers or record mathematical ideas in relevant and appropriate ways at their own level and pace.

3.6 Understanding the World

- Children are encouraged to observe and express their ideas about similarities and differences in the natural world.
- Both FS1 and FS2 have a tree which they observe through the year gaining an understanding of seasonal change.
- Children are encouraged to explore the physical environment and are able to solve problems in their own way.
- Changes in the weather are used to stimulate investigative work.
- There is a good range of natural and man-made materials for children and adults to talk about.

- There is a sufficient range of resources to develop children's interest in movement.
- Children are able to use a range of natural and made materials to design, make and build.
- Both indoor and outdoor areas are organised so that children are provided with opportunities to play out their life experiences and to develop imaginative play.
- Staff support and develop children's imaginative play related to life experiences.
- Staff ensure that all children have access to a wide range of experiences and resources in a variety of sizes to allow both large and small world play.

3.7. Expressive Arts and Design

- Children are encouraged to represent their ideas imaginatively.
- There are a range of materials so that they can create 2D and 3D images.
- Children are encouraged to explore colour, shape and texture within natural materials.
- Staff plan for music, movement, dance, singing and drama to take place.
- Children have a weekly music lesson and singing session with the rest of the Foundation stage from a music specialist teacher.
- They have the opportunity to perform through drama and music in Nativities and other performances during the year.
- Children have the opportunity to experience a large range of textures and different materials.
- Opportunities are provided for children to develop large-scale work.
- Appropriate resources are available to support large-scale mark making.
- A stage allows the children to plan and perform plays and stories.

4. English as an Additional Language (EAL) in Early Years

(To be read in conjunction with the WGSF EAL Policy and WGSF Equal Opportunities Policy)

At WGPPS, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

The teaching assistants work as directed by the class teachers to offer language support to children with English as an additional language.

The use of the learning support teacher may be needed to support children in their acquisition of language skills if they have an additional learning need.

In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities.

The Foundation Stage helps children learning English as an additional language by:

- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English.
- Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults.

5 . SEND support in the Early Years

(To be read in conjunction with the WGSF SEND Policy)

We aim to offer excellence and choice to all pupils, whatever their ability or needs. We have high expectations of our pupils and aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Early identification and action to address any identified need is important to ensure expected progress is made. We work in partnership with parents to establish and support the child's needs initially within the setting through additional support. The support and need will be reviewed regularly with parents; if no progress or little progress is being made, a more specialist assessment will be needed and specialist educationalists, health and social services or other agencies beyond the setting will be involved.

If specialist support is required, any interventions will be communicated to parents and progress, development or behaviour reviewed at specified times.

Our SEND coordinator for WGPPS is Lisa Barrett. The Preparatory Head, Emma Gill, also holds the National SENDCo qualification and our FS2 teacher, Mrs Smith, is an experienced SENDCo.

6. Equal Opportunities

(To be read in conjunction with the WGSF Equal Opportunities Policy and WGSF Accessibility Plan)

The Foundation is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion, belief, sexual orientation or any other protected characteristic. The Foundation's schools are academically selective schools and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We welcome applications from pupils with special needs and disabilities, and refer parents to the schools' policies covering Learning Support.

All staff are aware of the need for the curriculum to reflect cultural diversity and promote fundamental British Values.

7. Positive Relationships with parents

We aim to develop caring, respectful, professional relationships with children and their families. We recognise that parents and the school have to work in partnership to ensure children's success. We do this through:

- Displaying information on the EYFS notice board for parents / carers.
- Information evenings when parents receive information about joining EYFS.

- Asking parents to complete an admissions form, medical form and note dietary requirements.
- Encouraging parents to talk to their child's teacher/key person if there are concerns.
- Parents are invited to attend workshops and school events on a regular basis.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents e.g. afternoon tea, sports days and open book events.
- Weekly Newsletter.
- School website.
- FireFly learning platform.
- Formal parents meetings which are twice a year.
- Annual written report.

We have an area in school where confidential conversations between practitioners and parents/carers can take place.

8. Complaints from Parents

(To be read in conjunction with the WGSF Complaints Policy, available upon request from the School Office)

We pride our school on the quality of the teaching and pastoral care provided to our pupils. If parents do have a complaint they can expect it to be treated by the schools with care and in accordance with the [WGSF Complaints Policy](#) and the complainants will be notified of the outcome of the investigation within 28 days of school having received the complaint. The policy is available to download from the Foundation website or is available on request from any of the schools' offices and the Governors' Office. A record of the number of complaints is maintained by the Preparatory Head and is available from the school office.

Parents may make a complaint directly to the Independent Schools Inspectorate (ISI) if they believe the school is not meeting the EYFS requirements:

Independent School Inspectorate, 1st Floor, CAP House, 9-12 Long Lane, London, EC1A 9HA. ISI may also be contacted on T. 0207 600 0100 or by email: info@isi.net and complaints@isi.net.

9. Assessment

Ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the 7 areas of learning, and to report on each pupil's Characteristics of Learning.

Progress is tracked termly and recorded in SIMS for all EYFS children. This allows the Senior Leadership Team (SLT) to monitor progress and for teaching staff to differentiate their planning and provision.

Class teachers make observations of play and take photos in the setting to support their judgements on progression. Where appropriate this is also supported by the child's recorded work.

Parents are encouraged to contribute through the use of WOW cards. WOW cards are completed when a significant event happens outside school. It is recorded and then posted on the school board.

All EYFS pupils are baseline assessed via adult observations on entry to WGPPS. Through teacher observations and professional discussion with EYFS practitioners the children's progress is recorded and tracked on a termly basis. Best fit judgements with consideration of

the development matters framework are entered onto SIMS. FS2 Pupils are also assessed using the Rising Stars PUMA and PIRA test at the end of EYFS. The results are used to analyse progress throughout the FS2 year as well as to inform future teaching and learning of individual pupils. Results are used to project future attainment and progress. This projection is used to track progress in Year 1

In the final term of FS2, the class teacher assesses each child against the 17 Early Learning Goals (ELG), including those children with SEND, with reasonable adjustments if appropriate, and comments on whether their development within each Early Learning Goals is emerging or expected levels of development.

The Early Learning Goals support the teachers to make a holistic, best fit judgement about a child's development and their readiness for Year 1. Teachers draw on their knowledge of the child and their expert professional judgement. This information is internally moderated and shared with the Local Authority (LA) and passed onto Year 1 teachers informing them of each child's stage of development and learning needs.

If a child moves settings, their data will be forwarded to the new setting within 15 days of a request.

Parents of FS2 children receive a written report regarding progress across the Early Learning Goals at the end of the Summer Term. The Summer report also contains a written summary of the pupil's Characteristics of Learning. Parents are given the opportunity to discuss the profile with the class teacher. This information is also shared with the child's Year 1 teacher along with an ongoing dialogue to support a smooth transition to Key Stage 1 (KS1).

Parents of FS1 children receive a written report in the Summer term to summarise their progress and achievements across the curriculum.

Parents are kept up to date with their child's progress at parent's evenings and additional meetings arranged throughout the year if needed. Any learning and developmental needs are addressed with parents and any relevant professionals.

10. Key person

Each child is assigned a key person in the EYFS. FS1 children are placed into key worker groups relating to their date of entry. The class teacher in FS2 is the key person, who is supported by the classroom assistant for observations and assessments. The key person helps to ensure that every child's learning and care is tailored to meet their individual needs and supports parents/carers in guiding their child's development at home.

11. Managing behaviour

(To be read in conjunction with the WGSF Behaviour Management Policy and WGSF Anti-Bullying Policy)

We promote the school's aims so that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Corporal punishment is against the law and will not be used by anyone in this school. There will be no physical contact by a member of staff that is deliberately intended to punish a pupil or cause pain, injury or humiliation. However, a member of staff will physically intervene if a pupil is putting themselves or others at risk. This intervention will be documented by the

member of staff and handed to the Head who will inform parents of the incident and the action taken.

Pupils in EYFS are rewarded in line with the rest of the school, with verbal praise, certificates and stickers. Written feedback is added to work as a record of the verbal feedback given to the pupil as they work.

When needed a verbal reminder and reflection time may be given. Parents will be contacted by the child's key person if poor behaviour continues. If there is consistent poor behaviour, a meeting will be arranged with parents and the Head to discuss.

The key person is normally the first point of contact for the child/parent when pastoral problems arise, unless the situation is deemed serious. If the situation is of a serious nature, then the Deputy Head or Head are to be advised of the problem.

12. Staffing

(To be read in conjunction with WGPPS EYFS Supervision Policy and WGSF Drug and Substance Abuse Policy)

All EYFS staff are recruited by the Foundation with the required checks for safer recruitment and have an enhanced DBS check before taking up their post. New staff receive induction training on emergency evacuation, safeguarding, child protection, equality policy, health and safety and storage of personal phones and cameras.

Only staff with an enhanced DBS check will provide personal care for children, this includes eating, drinking, toileting, washing and dressing. Volunteers who work with children must be supervised at all times and not be involved in personal care. Volunteers should adhere to the school Safeguarding, Child Protection and EYFS policies.

Staff and volunteers must not use mobile phones or personal devices in the EYFS settings and are prohibited from taking photographs with their personal devices. Personal effects of staff in EYFS should be stored securely.

Staff have the correct and relevant qualification to fulfil their role in school and have a sufficient understanding and use of English. We fulfil the PFA (paediatric first aid) training requirement.

Staff should not be under the influence of alcohol or substances which affect the ability to work in the EYFS. Staff medication on the premises will be securely stored and out of reach of children at all times. Our site (including grounds) is a non-smoking site including vapes and e-cigarettes.

EYFS staff are encouraged to undertake appropriate professional development to ensure they offer quality learning and development experiences for children that continually improves. This is reviewed as part of the Performance Management cycle.

EYFS staff have regular supervision of pupil interviews to allow staff to discuss child development and child protection issues. They are reminded they can report any concerns between meetings to the DSL. Emma Gill and Lynne Butler are the manager and deputy in EYFS.

13. Premises and Equipment

The premises and equipment are organised in a way that meets the needs of the children. Equipment is stored so that children can access resources independently to build on their

learning. The premises are fit for purpose and include access to an outdoor area, which is used by all EYFS children throughout the day. The site is a safe and secure environment and procedures are in place for checking the identity of visitors; staff are encouraged to question adults in school who are not wearing lanyards.

Appropriate insurance is in place.

14. Staff child ratios

Staffing always meets the needs and safety of the children in the EYFS setting. Children are usually within sight and hearing of staff and always within sight or hearing.

In FS2 there is one teacher and one teaching assistant per class.

In FS1 there is one teacher and up to 6 members of staff to provide a ratio of 1:13 with level 6 members of staff present or 1:8 if level 6 members of staff are not present. Only volunteers over the age of 17 and whom we are satisfied are competent and responsible are included in our ratios.

Early morning and after school care is staffed on a ratio of 1:8 for EYFS children.

There is always a member of staff with EYFS children on or off site who has full PFA training.

15. Procedures in the event of a child going missing

(To be read in conjunction with the WGSF Missing Child Policy)

In the event of a member of staff fearing that a child has gone missing while at school:

- The member of staff who has noticed the missing child will calmly inform the Head.
- Staff will promptly gather together all other pupils in the group or class and a member of staff will supervise them.
- Staff will count and name check all the pupils present against the register while the groups are assembled in one place.
- **At the same time** all other available staff will conduct a thorough search of the premises and notify the Head if the child is found.
- A thorough check of all exits will be made to make sure all gates/doors were locked and there are no other ways a pupil could have left the school. If something is discovered it will be drawn to the attention of the Head immediately.
- The safety and care of other pupils is paramount. Supervision of the other pupils in the school will be adequately maintained while the search continues.
- If the child has not been found after all searches have taken place the Head will decide at which point the police and parents need to be contacted.
- Staff will use the photographs on SIMs to assist the process.
- If the missing child has any special medical needs then these need to be noted / be disclosed to police or other agencies.

16. Supervision after School and Procedure for Uncollected Children.

Children will only be released into the care of individuals who have been notified to the school by the parents/carers. If for any reason EYFS children are not collected at the end of the day it is the responsibility of the class teacher to investigate the reason and make suitable provision for the child. They will inform a member of the SLT. These children may be placed into After School Care while the reason is investigated.

In the event of a child not being collected at the end of After School Care at 6pm, the SLT member of staff on duty will remain in school and contact the parents. If parents and other contacts are not contactable within a reasonable length of time social services will be contacted.

17. Child Protection

(To be read in conjunction with the WGSF Safeguarding and Child protection Policy and the [DfE KCSIE 2025](#))

'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Teaching pupils about safeguarding, including e-safety and avoiding the risk of radicalisation through PSHE lessons and other in-school approaches.
- Ensuring that appropriate IT filtering systems are in place to protect children when accessing the internet at school.
- All staff and volunteers working directly with children in EYFS must ensure that their mobile phone and other personal device is stored safely away from the children and is not used in the setting.
- We request that mobiles belonging to visitors are switched off and/or stored securely on entering the setting.
- Dedicated EYFS mobile phone / camera or iPad is used in line with the child protection guidance. It is password protected and used by only allocated people.

See the [WGSF Child Protection and Safeguarding Policy](#) for further details.

In all matters relating to child protection the school will follow the locally-agreed inter-agency procedures laid down by the [Wakefield Safeguarding Children Partnership \(WSCP\)](#) or where appropriate, the relevant child's Local Safeguarding Partnership together with DfES statutory guidance contained in [Working Together to Safeguard Children 2023](#) and [Keeping Children Safe in Education 2025](#) and [The Prevent Duty](#).

We also meet our responsibilities under the [Safeguarding Vulnerable Groups Act 2006](#).

Regular safeguarding training is given to staff during weekly staff meetings to ensure staff have up to date knowledge of safeguarding issues.

Safeguard lead Information:

Designated Safeguarding Lead

Mrs Emma Gill (Head) Ext 266

Deputy Designated Safeguarding Leads

Mrs Lynne Butler (Deputy Head)

EYFS nominated safeguarding leads

Mrs Emma Gill (Head)
Mrs Lynne Butler (Deputy Head)

Mrs Michelle Robinson (Head of EYFS)

The safeguarding leads are suitably trained and can provide support, advice and guidance to any other staff and have attended child protection training courses.

Nominated Governor for Safeguarding and Child Protection

Penny Plumpton and Fran Galbraith can be contacted via the Governors' Office on T. 01924 231600.

The Spokesman for the Governors is Mr Martin Shevill (Chair of Governors) and he can also be contacted on this number.

18. Health and Safety

(To be read in conjunction with WGSF Health and Safety Policy, WGSF Risk Assessment Policy and Procedures and WGSF Fire Safety and Evacuation Procedures)

Through its provision for the EYFS, the Foundation aims to cater for the natural inclination and wishes of children to explore and play, by offering them stimulating and challenging environments in which to develop. In creating such environments, the school recognises the need to balance the innate drive of children to take risks and to be exposed to hazards, with taking steps to ensure they are kept safe from harm.

Minor bumps, trips and falls are part of a young child's life as they develop their coordination skills through interactive learning and play. By exposing them to an acceptable level of risk while protecting them from serious or lasting harm, they learn, over time, to adapt to more challenging environments. The Foundation considers that acceptable risks to EYFS children are those that they can both see and appreciate within controlled conditions. Risk assessments for the Foundation stage area, and outdoor environments are reviewed annually but also reflected upon on an ongoing basis as needed.

Children need to be in an environment that protects them from risks that they cannot see or understand. Within this context, the school ensures that when even minor hazards are identified, they are dealt with in a proper manner. Accident reporting and a detailed analysis of accident records are an integral part of this policy.

Early Years facilities will be regularly inspected by an experienced safety officer in order to identify any hazards. The inspections will cover not only classroom environments but all areas where EYFS children have access. This will include toilets, washrooms, dining rooms, play areas and halls. Care taking logs are stored in the school office. Daily checks of the environment and equipment are taken by staff prior to children accessing the area. Any areas of concern are removed or coned off and reported to estates via the internal system.

19. Administration of medicines

(To be read in conjunction with the WGSF First Aid and Medical Information Policy and Procedure)

The office staff are responsible for the correct administration of medication to children in the school. This includes ensuring that the parent medication consent forms have been completed for medicine brought into school by the parent.

All prescribed medication should be in its original packaging with the prescription label intact.

Prescription medicines will be administered at school if they have been prescribed for a child by a doctor, dentist, nurse or pharmacist. The secretary will ensure that medicines are stored correctly and that records are kept according to the procedures. Parents are informed of this procedure. Non prescription medicine is only administered with written permission from the parent/carer and after verbal consent has been given on the day.

Any child needing medication for asthma will be taken to the school office. Inhalers are stored in a clearly labelled bag which is kept in the medical room behind the office. Such medical supplies are in an area known to all staff and not accessible to the children. Epipens and/or antihistamines prescribed for pupils with allergies are kept in the office and are available at all times.

We promote the good health, including the oral health, of the children in our care.

20. First Aid

(To be read in conjunction with the WGSF First Aid and Medical Information Policy and Procedure)

We take all accidents seriously and log any incidents. We inform parents of any accidents which cause us concern and certainly in all cases of bumped heads.

A list of staff, with current paediatric or emergency first aid certification, is displayed in the first aid room. A member of staff with paediatric first aid is on site at all times and accompanies EYFS trips and visits.

Children who have long term medical conditions and who may require ongoing medication:

A health care plan for the child is drawn up with the parent outlining the key person's role and what information must be shared with other staff who care for the child. The health care plan should include the measures to be taken in an emergency.

The health care plan is reviewed by the School Nurse annually or more frequently if necessary. This includes reviewing the medication.

School Nurse: Ext: 282

Mobile: 07825 806910

Email: wghsnurse@wgsf.net

21. Sick and infectious children

(To be read in conjunction with the WGSF First Aid and Medical Information Policy and Procedure)

If a pupil is taken ill at school, the office staff member will decide together with the class teacher on appropriate care and treatment and whether they should go home. In this case parents will be informed to arrange a collection.

Children will be supervised in the first aid room until collection, to minimise infection of other pupils and staff. Where infection control is an issue, parents will be advised, in accordance with Public Health England guidance for schools, on recommended periods to be kept away.

22. Food and drink

(To be read in conjunction with the WGSF Food and Nutrition Policy)

Pupils are served a mid-morning snack with milk or water. Children are served a choice of midday meal which is nutritionally balanced. In the afternoon session a snack and water are served to FS1 children. Children have free access to water during the day. Parents return a dietary information form at the start of the year so that school catering service can cater for dietary requirements and food allergies. The school is allergy aware. All staff involved in preparing and handling food have received relevant training.

23. Outings/Visits

(To be read in conjunction with WGSF Educational Visits Policy)

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They are an opportunity to extend the learning of all pupils, including an enrichment of their understanding of themselves, others and the world around them. They can be a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment. Educational visits are to be encouraged.

Educational visits should be available to all pupils and should be organised accordingly, with particular consideration being given where possible to any pupils with a disability, especially when selecting venues and organising transport.

Guidance on staff pupil ratios is 1 adult for every 4 pupils in EYFS. Each outing is risk assessed by the organising teacher. Vehicles transporting the children are adequately insured.

24. Admission to Foundation Stage 1 (FS1)

(To be read in conjunction with WGSF Admissions Policy)

- The school is co-educational and accepts boys and girls.
- Children begin in FS1 as rising 3s. Children may begin FS1 on or after their third birthday.
- Children should ideally be able to access the toilet independently.
- Parents must disclose any medical condition or extra support needed in their present setting.
- Children will be invited for a 'Taster session' to ensure that we are able to provide the correct environment for each child in our FS1. No child will be offered a place without visiting the school and attending a 'FS1 Taster Session'.

25. Admission to Foundation Stage 2 (FS2)

(To be read in conjunction with Admissions to FS1 and the WGSF Admissions Policy)

- FS2 classes accept children from our FS1 and additional children from other settings.
- Places are offered to new starters following a short assessment. Children are invited to attend school on the assessment morning during the Spring Term, but assessments may take place throughout the year.
- The assessment will look at the academic level as well as personal and social development. They will be assessed on phonic knowledge, reading simple words, vocabulary, recognition of colours and understanding numbers 1 to 10.
- A report from the child's current school or setting may be requested.