



Deanesfield Primary School

Early Years Foundation Stage Policy

Deanesfield Primary School have implemented the new Early Years Framework across Nursery and Reception. Our vision, aims and philosophy of early year's education continues to remain the same with play and wellbeing at the heart of everything we do. Any reference to the EYFS Curriculum document within this policy will now translate to the new Early Years Curriculum Profile.

1. Introduction

At Deanesfield Primary School, we believe the Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. We believe how children learn is equally as important to what they learn. For children to have a rich and stimulating experience we are aware that the learning environment should be well planned and well organised. It should also provide the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and become independent.

The Early Years Curriculum we offer our children is based on the following principles:

- to build on what our unique children already know and can do;
- to ensure that no child is excluded or disadvantaged;
- to offer a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors;
- to provide a rich, enabling and stimulating environment.
- To benefit from strong partnership between practitioners and parents/carers

2. Aims of the Early Years Foundation Stage

The Early Years curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- understanding of Number to solve simple number and calculation problems;
- understanding of shape, space and measures
- knowledge and understanding of the world;
- physical development;
- creative development
- ability to explore, preserve and problem solve by thinking critically

3. Teaching and learning for all pupils (To be read alongside the Teaching and Learning Policy)

At Deanesfield we are strong believers in the importance of Play. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for boundaries. They have the opportunity to



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think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems building on their characteristics of learning.

The more general features of effective practice in our school that relate to the Early Years are:

- the partnership we build between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects future planning and teaching.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve age expectation at the end of EYFS.
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through everyday observations and formal assessments,
- the relationships between our school and the settings that our children experience prior to joining our school

4. Inclusion in the Foundation Stage

At Deanesfield we value all our children as individuals. We plan a curriculum that meets the needs of the individual child. We do this by taking account our children's individual needs and range of life experiences so that they are able to succeed.

Within the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most pupils achieve the Early Learning Goals by the end of Reception. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children 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;
- tailoring the provision and transition to enable success;
- using resources which reflect diversity;
- 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 where necessary.



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5. Assessment

At Deanesfield, children's learning and progress is assessed and monitored regularly through ongoing daily observations and interactions with pupils. The information gained is used to inform future planning, monitor how children progress, highlight any gaps in children's experiences and identify any child with additional needs.

In line with the EYFS curriculum we use the non statutory Development Matters document and Early Learning goals to assess and review the progress of a child. Children's progress is reviewed continually. Through ongoing observations we identify what each child's next steps are across the seven areas of learning.

At the end of the year, the EYFS profile provides a summary of every child's development, learning and achievements across the year. Children are assessed against all the Early Learning Goals (ELG) at the end of Reception, including whether they have reached a 'good level of development' (GLD). Parents are made aware of the progress children make termly and receive an end of year report that captures their learning journey. All assessments made are used to aid an effective transition into Year 1.

6. Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. Resources are carefully sourced to ensure all areas of the Curriculum are included. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. The children are also taught to respect and look after the school resources and to tidy them away after use.

7. The role of parents

We recognise that all parents/carers are the most consistent educators in their children's lives. We acknowledge the role that parents/carers have played, and their future role, in educating the children. We do this through:

- talking to parents/carers about their child before their child starts in our school through Home visits;
- the teacher visiting the child in their home setting prior to their starting school;
- the child having the opportunity to spend some time with their new teacher before starting school;
- inviting all parents/carers to an induction meeting during the term before their child starts school;
- offering parents/carers regular opportunities to talk about their child's progress across Nursery and Reception;
- encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers each term at which the teacher and the parent/carer discuss the child's progress in private with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year;
- offering Curriculum Parent Talks and Curriculum workshops to all parents/carers from Nursery and Reception;
- inviting Reception parents/carers to a 'Welcome meeting' to share the day-to-day organisation in the first half term their child starts school;
- inviting parents/carers to Parent Coffee Mornings each term to talk about arising issues and ways to move forward;
- stay and play sessions;
- sending home letters and overviews of what children will be learning on a weekly basis,
- asking for parent/carers volunteers to help within the day-to-day setting organisation such as trips, Garden area, library, etc.



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8. Admissions

Nursery is non-statutory and at Deanesfield School our admission criteria is set by the Governing Body, see appendix A. All parents will need to apply through the borough for a confirmed Reception place and parents need to be aware that not all children who attend our Nursery are automatically granted admission to Reception as this is controlled by the Local Authority. See Appendix B for their admission criteria.

Children are allocated a space into the nursery a term after they turn three to ensure they are ready in their personal, social and emotional development as well as in their self-care needs. However, many children are ready before this and we will look to start a child prior to this on the basis that they are ready, which is in-line with national requirements. Well planned transition processes will be put in place to enable us to set a child's start date. It would be valuable to share all age development health check reports and any two year old reports with us to enable us to find out more about your child.

It is required that all children who attend the nursery arrive on time, during our soft start period, five days a week. If for any reason you are delayed and are unable to arrive by 9.00am then please advise the school office of your child's absence for that day. Unfortunately, for safeguarding, we are unable to admit or exit children who arrive after the start of the morning session or need to go home mid-session, unless it is a planned event of which we have been made aware or it has been advised by a member of the Nursery staff to aid transition (e.g. medical appointment).

Your acceptance to the Nursery is based on regular attendance for all five days. Your child's place may be offered to another child on our waiting register if you find yourself unable to commit to these terms.

In result of sickness, parents must call the school to inform us, if we do not hear from you within a two week period your child's place will be offered to another child.

If you would like to take your child on holiday during the term time period, we would advice you to keep your holidays to half term breaks; however we will look closely at the reasons of your holiday request before granting this is leave.

9. 30 hours childcare provision

Parents are able to opt for their child to attend the nursery for up to 30 hours where they will access the full early years curriculum throughout the day. Places will be offered on a 'first come, first place' service as long as they meet the criteria highlighted in appendix A. It will be parent's responsibility to check whether they meet the 30 hours eligibility criteria set by the DfE through the digital childcare service. The school will not have any involvement in approving your eligibility at this stage.

The school will be responsible for validating your code with the local authority. Once this has been validated your 30 hours provision will be officially confirmed. Until then your offer of up to 30 hours will be provisional. A parental declaration form must be signed by parents who take up the free entitlement (Appendix C).

10. Grace Period

Should a child become ineligible for the 30 hours their place will continue for the duration of the 'grace period'. A child's grace period will be set by HMRC and audited by the local authority to ensure parents are aware if their child falls into the grace period (appendix D). The school will then confirm with you if your child is in the grace period in order to provide you with sufficient time to discuss with us your options of their continued space. It will be parent's responsibility to re-confirm their eligibility around every 3 months as indicated on your voucher code. Failure to re-confirm your eligibility will result in your child losing their place in the setting.



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11. Charging

The government funds a child's nursery place for 15 hours a week plus an additional 15 hours for those pupils who meet the eligibility criteria for up to 30 hours. However we reserve the right to charge additional charges such as wrap around care and lunch.

To support our families, children who access the morning nursery and receive the DfE three year old funding for 15 hours a week, 3 hours a day, will be able to purchase an additional 15 hours a week, 3 hours a day at a rate of £5.50 per hour. This will enable pupils to have access to the Nursery setting from 9.00am-15.00pm, staying for lunch. Parents will be able to select and book in advance any additional sessions they would like their child to stay. Parents who wish to purchase additional hours will not be able to collect their child mid-session.

All parents have the opportunity to access our Breakfast and Afterschool club to support with wrap around care as needed. Further details about our Breakfast and Afterschool provision will be made available to parents via the school website.

12. Transition

We recognise the key role parents play in children's learning and therefore extremely value our parent-teacher relationships. We form relationships with our parents prior to children starting Nursery or Reception through home visits and/or other transition events in school.

We work very closely with our parents when settling children into Nursery or Reception. As all children are different we look at their individual needs and how they are coping in their new environment. At Deanesfield we believe in children having a positive experience and ending the day with us on a happy feeling. If we believe a child is not coping with the staggered entry we have set, both in Nursery and Reception, we do reserve the right to introduce a different settling in plan. We expect parents to work with us and have the trust in us to enable your child to settle.

Majority of pupils who start Reception are used to a full-time learning environment. These pupils are brought in full time to enable them to continue accessing the provision they are used to.

To prepare children who do not access full time hours are staggered in as our first priority to enable them to settle, get used to the full day and have success. We do this across three days where children will start with us on their given start date for half the day, followed by introduction to lunch and then full time, if ready.



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Appendix A

Deanesfield Nursery

Admissions Criteria for 15 hr morning place:

1. Children who have a sibling living in the same household who currently attend Deanesfield School full-time and will continue to do so on the date of admission.
2. Distance from Nursery. (Measured as 'the crow flies' in km)
(we accept children into our Nursery who are not Hillingdon resident but dependent on distance from school we may not be able to offer a home visit)
3. Child's date of birth where the eldest children are settled first.
4. All pupils must be planning to attend for the full 5 days X 3hrs daily sessions

Admission criteria for 30 hour place:

1. Children who have a sibling living in the same household who currently attend Deanesfield School full-time and will continue to do so on the date of admission.
2. Distance from Nursery. (Measured as 'the crow flies' in km)
(we accept children into our Nursery who are not Hillingdon resident but dependent on distance from school we may not be able to offer a home visit)
3. Remaining places are filled on a 'first come, first served' basis where by the 30 hr eligibility code has been validated.



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Appendix B

Community Schools

Admissions Criteria:

1. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption residence, or a special guardianship owner.
2. Children who suffer from a long term medical or psychological condition, which makes it necessary for them to attend a particular school. Applications must be accompanied by medical evidence from a GP or Hospital Consultant.

Children who have a member of the immediate family who suffer from a long term medical or psychological condition which makes it necessary for them to attend a particular school. Applications must be accompanied by medical evidence from a GP or Hospital Consultant.

3. Children who have a sibling living in the same household who currently attend the full-time school (not the Nursery) and will continue to do so on the date of admission. Linked infant and junior schools are considered to be the same school for this criterion. A sibling refers to a brother or sister, half brother or sister with one parent in common, adopted brother or sister.
4. Children living nearest the school. Distance will be measured in a straight line from the point set by Ordnance Survey at the child's home address and the preferred school using a computerised mapping system.



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APPENDIX C

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30 Hours Free Childcare - Parental Declaration Form

Child's Legal Family Name:		Child's Legal Forename(s):	
Name by which the child is known (if different from above):			
Date of birth:		Male/Female:	
Address:		Post Code:	
Documentary proof of DOB (eg-birth certificate, passport)		Document recorded by (name of staff member):	
Parent/carer National Insurance number:			
Date of document recorded:		30 hours eligibility code:	

Attendance details:

My child is attending the following setting:

DEANESFIELD PRIMARY SCHOOL – 6 HOURS PER DAY (MON-FRI)

30 HOURS PER WEEK, 38 WEEKS IN THE YEAR

Early Years Pupil Premium (EYPP) Registration Form

The Early Years Pupil Premium (EYPP) is an additional sum of money paid to childcare providers for children of families in receipt of certain benefits. This funding will be used to enhance the quality of their early years experience by improving the teaching and learning and facilities and resources, with the aim of impacting positively on your child's progress and development. For more information please speak to Miss Stacey Lee, Admissions Officer.

If you believe that your child may qualify for the EYPP please provide the following information for the **main benefit holder** to enable the local authority to confirm eligibility:

Parent/carer First name		Parent/carer Last name	
Parent/carer Date of Birth			
Parent/carer National Insurance Number		Parent/carer signature	



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Disability Access Fund Declaration

Three- and four-year old children who are in receipt of child Disability Living Allowance and are receiving the free entitlement are eligible for the Disability Access Fund (DAF). DAF is paid to the child's early years setting as a fixed annual rate of £615 per eligible child.

Is your child eligible and in receipt of Disability Living Allowance (DLA)?

Yes

No

DECLARATION

Please confirm you have read and fully understood the declaration statements below, by ticking the boxes next to each statement. **To proceed, all 7 statements below must be read and the boxes ticked.**

- I confirm that the information I have provided above is accurate and true.
- I understand that if I have given any false or misleading information on this declaration or fail to notify Hillingdon Borough Council of any change in my circumstance or change of address before my child takes up their entitlement my child's place may be withdrawn.
- I authorise Deanesfield Primary School to claim free entitlement funding as agreed on behalf of my child
- I understand that Hillingdon Borough Council will be carrying out sample checks and I will need to complete the online eligibility check with HMRI prior to July and then again on a three month basis to ensure I meet the eligibility requirements for the 30 hour childcare offer.
- I understand that I may be asked to produce evidence of my eligibility and that if I am found to be ineligible the offer of a 30 hour place will be formally withdrawn.
- I understand that my child is entitled to a maximum of 30 hours of free childcare a week over a minimum of 38 weeks of the year.
- I authorise Deanesfield Primary School to claim Early Years Pupil Premium or Disability Access Fund on behalf of my child if relevant.

Parent/Carer/Guardian with legal responsibility

Provider

Signed

Signed

Print name

Print name



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Appendix D

The Grace Period – ‘*Early years entitlements: operational guidance for local authorities and providers*’ – July 2017 (HMRC document)

Local authorities should complete audits of eligibility codes during the year. Authorities can then prompt providers to inform parents when they will lose funding for their child’s place. They can also ensure that children do not start places during the grace period.

The statutory guidance specifies that local authorities should complete an audit check on eligibility codes at six fixed points in the year as set out in the table of LA audit dates. Authorities can determine whether children were eligible or in the grace period on the start of term audit dates in advance of the specified date, because HMRC will not issue validity end dates between 23rd of month and 6th of the following month.

Local authorities can determine whether children were eligible or in the grace period at the mid-term audit date after the audit date.

Therefore, we suggest as a minimum local authorities complete an audit of previously verified codes during the windows shown in Table 1. This table is intended to complement the audit dates as set out in the statutory guidance. It will also assist local authorities manage a range of dates that they may see when carrying out an audit.

Table 1 – Suggested local authority audit dates

Audit	LA audit date from statutory guidance	Suggested LA audit window	Validity end dates	Grace Period End date
Spring: Mid-term	11 February	11 - 18 February	1 Jan – 10 February	31 March
Summer: Start of term	1 April	24 March – 1 April	11 Feb – 31 March	31 August
Summer: Mid-term	27 May	27 May – 2 June	1 April – 26 May	31 August
Autumn: Start of term	1 September	24 August – 1 September	27 May – 31 August	31 December
Autumn: Mid-Term	22 October	22 October – 29 October	1 September – 21 October	31 December
Spring: Start of term	1 January	24 December – 6 January	22 October – 31 December	31 March

Note: HMRC will not issue validity end dates which fall between the 23rd month and 6th of the following month inclusive.

At the start-of-term audit, local authorities should:

- Identify children who may have reserved a 30 hours place with a valid code but are now in the grace period. These children cannot take up their place. Providers should be advised accordingly.

At the mid-term audit, local authorities should:

- Identify children in a 30 hours place who are now ineligible and should stop before the start of the next term.
- Advise providers that the place should be stopped at the end of term (because the child will have finished their grace period). The provider can confirm this to the parent.

The exact dates that local authorities use, and how frequently they audit, can be decided locally.