

Early Years Foundation Stage Policy

Philosophy

At RPPS, we believe the early years to be critical in a child's development. The pace at which knowledge and skills are acquired is rapid in every way and it is at this stage that the foundations for learning and living are being laid. Young children are complex human beings who have a real enthusiasm for life. As adults, we have a vital role in their growth. They need skilled practitioners who can provide the right environment to enable them to achieve their maximum potential. Not only is this a time for aiding children at their present stage of development, but it is also an opportunity to prepare them for continuing education and to equip them for the future.

We need to challenge children's thinking, building on what they already know, understand and can do. It is important to recognise that the development and use of communication and language crucial to young children's learning and we need to ensure that we use this effectively. Since children have a variety of learning styles (for example, creative, physical or linguistic), it is the practitioners role to provide them with access to multi-sensory learning opportunities. They need time to work individually, in pairs, in small groups and in larger groups, depending on the task, the experience and the preferred working style. We recognise the importance of collaborative learning and encourage children to talk through their ideas with each other.

RPPS EYFS seeks to provide:

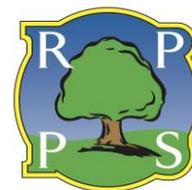
- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We ensure that all adults looking after children at Ravenscourt Park Preparatory School must be suitable to do so, please refer to our Safer Recruitment Policy. Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.

Principles of Early Childhood Education

We recognise the Early Years Foundation Stage principles and the 4 themes:

1. **A unique child.** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured
2. **Positive Relationships.** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
3. **Enabling Environments.** The environment plays a key role in supporting and extending children's development and learning



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4. Learning and Development. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Children learn when they are actively involved and interested. We encourage interactive discovery learning whereby the child has an opportunity for making decisions and having responsibility for outcomes. Structured play develops independent, confident learners who are able to explore and experiment without fear of failure.

Children need to feel safe and secure and have:

- Quality interaction with adults
- A safe and secure environment with organised routines where they feel they 'belong' and are valued
- Space to move, explore and develop their own ideas through 'hands on' practical activities
- Opportunities for play
- Opportunities for investigation, exploration and discovery
- Opportunities for making choices and having control over what they do
- Opportunities for success, building on what they know, understand and can do rather than what they cannot do.

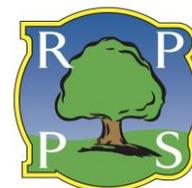
Children need adults who:

- have a knowledge and understanding of the learning processes of young children
- have a sense of humour, are open minded and enthusiastic
- have high expectations of them
- observe and listen to them
- are sensitive to and can meet young children and their families needs by being approachable, adaptable, caring, kind and discreet
- respect all children and their families with regard to language, culture, ability, religion and race.
- The Head of EYFS must hold at least a full and relevant Level 3 qualification
- At least half of all other staff must hold at least a full and relevant level 2 qualification.
- The Head of EYFS should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience.
- RPPS ensures there is a named deputy who, in their judgement, is capable and qualified to take charge in the Head of Lower School/EYFS absence.
- At least one member of staff working with children in the EYFS is paediatric First Aid trained.
- There is at least one member of staff to every 13 children

Children learn:

- by talking and listening
- by expressing their feelings
- when recognition is given to their individuals needs - emotional, social, physical and intellectual
- by being given stimulating experiences
- by being helped to develop self esteem and a sense of identity
- by being helped to develop positive relationships with adults and other children
- through lively interaction with adults and children

These points illustrate the complexity of the task involved. They acknowledge the professionalism and skill required by the early year's specialist.



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Aims and objectives

- To promote individual children's progress towards the Early Learning Goals, through a broad and balanced curriculum.
- To treat every child as an individual and help them reach their full potential.
- To give every child the opportunity to learn through a variety of teaching styles.
- To help every child develop their self esteem and sense of identity through stimulating experiences, which start from what the child already knows, understands and can do.
- To continually monitor and assess children's learning as an integral part of the learning and teaching process.

Learning and development

In the Reception classes the ratio of adults to children is 20 children with a teacher and teacher's assistant (all Level 3 qualified). During the course of the week however, the child will come into contact with a variety of adults ranging from: Head of Lower School, French, music, art and PE teacher; the Headmistress; the site manager and the dining room staff.

The teacher is fundamental to children's learning and development; thus it is through effective teaching that children become keen and eager to learn and make progress towards their Early Learning Goals. The success of any team is dependent on members feeling involved and mutually respected, being given recognition, responsibility and the opportunity to share experience and expertise.

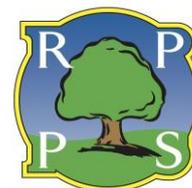
The EYFS Profile is completed for all children in the final term of the year in which they reach age five, so no later than 30th June in that term. Each child's level of development is assessed against the early learning goals. The results of the EYFS profile is shared with parent in the end of year individual child report and during the summer term parents evening. Year One teachers are given a copy of the profile as well as a copy of the last page of the child's summer report stating the child's skills and abilities in relation to the three key characteristics of effective learning.

The transition from Nursery into our school and from Reception into Year One is extremely important. Please refer to the 'Transition Policy' for further details.

Teaching involves creating opportunities that will encourage children to, **explore, create, investigate, rehearse, practise, repeat and discover.**

The Early Years teachers plan together each term and have a good understanding of the aims and principles of The Foundation Stage and The Early Learning Goals. The schemes of work used are a combination of the Early Learning Goals and our in house schemes for each subject area. The teachers consult each other on a daily basis and work together as a strong team. Their planning is flexible and is guided by the individual child's needs and interests.

They incorporate into their planning opportunities for: learning from one another, co-operation, collaboration, independence, learning through all senses, exploration, investigation, problem-solving, developing creativity and imagination, developing positive attitudes to learning, developing persistence.



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Curriculum

The Early Years curriculum identifies seven distinct Areas of Learning, together with constituent Early Learning Goals. These are divided into three prime areas, which lay the foundations of learning, and four specific areas, which build upon the prime areas. It is the aim of Ravenscourt Park Preparatory School to ensure this framework is available to allow the children to receive a broad and balanced curriculum, alongside specialist teaching in French, art, music and PE. Children in the Foundation Stage have specific needs and the curriculum recognises this by supporting the individual child in their social, cultural, spiritual and intellectual development. We encourage cross curricular learning opportunities both in and outside the classroom. Our rich and engaging topic plans run in half term blocks and follow the EYFS framework as outlined in the 2014 framework at www.gov.uk/government/published

The three prime areas of learning are:

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

The Chief Medical Office has published guidance on physical activity available at: www.gov.uk/government/publications/uk-physical-activity-guidelines.

The four specific areas of learning are:

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

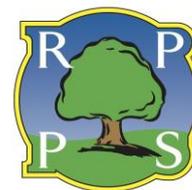
The Early Learning Goals establish expectations that most children should reach by the end of the Foundation Stage. These goals are used in conjunction with our children's interests and their current development stage to inform our planning. We recognise that some pupils might be working beyond the goals and therefore planning might also incorporate the National Curriculum Level 1 in the Reception year.

Please see a further information regarding the areas of learning in appendix 1.

The Importance of Play

Play is a powerful medium for learning. It helps children make personal sense of their world through exploration, investigation and representation. For young children play is the central means for access to the curriculum. It can come in many forms such as solitary play or role-play. Play is a natural form of expression giving individual opportunities for:

- practising co-operation
- resolving conflicts
- solving problems
- putting themselves in other peoples' places
- becoming aware of the feelings of others
- enjoyment
- taking the lead when appropriate
- being creative
- investigating ideas



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The children have access to a wide range of equipment for both indoor and outdoor learning. Inside we provide an Interactive White Board, a computer, a carpet area, role play area, creative area, along with 'quiet area' for reading books, listening to CDs or simply relaxing when they are tired. Outside there are opportunities for water and sand exploration, large construction and a playground for developing gross motor skills.

Planning and Observations

Schedules and routines should flow with the children's needs. All planning begins with observing children in order to understand their interests, developmental stage and current learning strengths. The Early Years teaching team are all responsible for making observations of the children. Along with valuable parent feedback, through the 'Open Door Policy' and 'Golden Tickets', each pupil's class teacher ensures they have a well rounded understanding of the children's abilities. This information is used to inform weekly planning.

When planning activities, practitioners make good use of the classroom, 'Creative Room' and Outdoor Environment. The classroom acts as a learning tool, filled with a wide range of resources and visual aids to support learning. Children have access to a range of resources in the 'Creative Room' as well and can explore various materials in an accessible, quiet and innovative environment. The Outdoor Area has also been extensively developed to ensure that indoor learning extends beyond the classroom. Provision is carefully planned for and reflects the weekly objectives, as well as providing rich and exciting activities to stimulate, challenge and promote active learning.

Monitoring ensures that all children are accessing all areas of the curriculum. The EYFS Leader liaises with all the specialist teachers, the SENCo and the Head of Lower School, to support and accurately track the children's progress in a collaborative manner. This ensures that all staff have a well rounded understanding of each child's abilities and that we are catering to their individual needs effectively. All staff (including specialist teachers) respond to each child's changing strengths and areas for development through regular observations that feed into their responsive and regular planning. Next steps and challenge steps are included in observations to illustrate how learning will be targeted and progress will be made. Collaborative planning and record-keeping is essential for continuity and progression.

Medium term planning Medium term planning focuses on the environment and the role of the practitioner in supporting learning. It supports high quality self-selected, child-initiated play and learning. It will change over time to reflect changing interests of the children. Medium term planning is based around specified topics however, children's interests and opinions do influence the planning throughout the year. Teaching objectives which stem from the EYFS Learning Outcomes and Early Learning Goals are the foundation for planning activities, resources and teaching provision.

Short / Weekly term planning Weekly planning is developed from observations, children's interests and is annotated to allow each child to progress to their next step of learning as well as to access classroom challenges. It is flexible and challenging.

Assessment

Before a child begins at Ravenscourt Park Preparatory School, we request key information from their Nursery to ensure a smooth transition into our setting. The requested 2 year check, RPPS Transfer Summary, Nursery report, Profile and Safeguarding & Welfare documents, enable staff to gain a complex understanding of each child's needs prior to starting. Over the summer before entry each child also completes a pamphlet 'All About Me', which they bring as their first contribution to their profile.



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We believe that our initial assessments are best taken once children have started at Ravenscourt Park Preparatory School, so during each child's first full week they spend time working one on one with their Classroom Teacher to complete a 'Baseline Booklet'. This booklet, as well as ongoing observation feed into the Early Excellence Baseline Assessment that is submitted by 16th October 2015. These baseline assessments support the children to settle into their new environment and allow our practitioners to get to know each individual child's abilities in relation to the 7 Key Areas of Learning.

The baseline assessment begins our on-going assessment cycle, where each child's progress is recorded on a tracking document following the 'Early Years Outcomes' learning steps and goals. This tracking document is summarised each term with a score that feeds into the final year summary of the child's learning, stating whether they have achieved a level of 'Emerging', 'Expected' or 'Exceeding' in relational to the Early Learning Goals. Each child's Class Teacher, also reviews and summarises their 'Characteristics of Learning'. All this information is then shared with the parents in their child's end of year report.

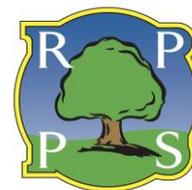
Our half-termly assessments are achieved through summarising observations, anecdotal evidence, photos and work samples to give a picture of the attainment of each individual child. These on-going observations and assessments are an integral part of our teaching and learning provision. We have adopted a number of techniques that are listed below:

1. Observations and Next Steps– how the child moves, chooses activities, intensity of concentration, adeptness at using equipment, emotion/level of satisfaction/joy in achievement
2. Reviewing individual work samples - paintings, constructions, models, writing, collage, notes from the role-play area, choice of books looked at.
3. Adult interaction - when an adult is able to work with or alongside, a child and asks questions or interacts with them, whether the child is adult / peer or self reliant.
4. Pupil interaction - recording details of conversations, whether instigating / responding / complying / questioning / answering and the learning that takes place.
5. Specific tasks or activities - tasks that are focusing on clear learning objectives, whether the child achieves independently.
6. Photographic evidence - assess the children's work or participation in an activity.
7. Parents are invited to send in 'home observations' as and when they notice their child achieve something new. They are also sent an observation form (Golden Ticket) half-termly to add any comments.
8. Weekly sound, blending and high frequency word testing and a more formal half termly sound assessment (following 'Letters and Sounds')
9. Twice / three times a week one to one reading sessions with classroom practitioners.

Marking

Please see the EYFS Marking Code.

Class Teachers and Teaching Assistants make sure that children are continually progressing with their learning by encouraging children to take 'Next Steps' or 'Challenge Steps' when completing a piece of teacher led work. Children are also encouraged to independently take their own 'Next Steps' and to access 'Challenges' during child led activities.



Individual Child Profiles

Each pupil's 'EYFS Profile' is designed to capture their personal learning journey, display their development and provide evidence of their progress. Combined with the 'EY Outcomes document', it reflects each child's attainment against 17 early learning goals, together with a short narrative about their learning characteristics. RPPS Profiles are compiled chronologically to support tracking progress and development. Parents are encouraged to contribute to their child's Profile regularly through verbal communication with their class teacher or by writing any home observations on their child's 'Golden Tickets'. Parents receive new 'Golden Tickets' each half term or upon request. They are also welcomed into class termly, to share the Profile with their children. Each child's Class Teacher uses the Profile evidence to monitor and track their progress on the 'Outcomes' tracking document', working toward the Early Learning Goal.

Reporting

The EYFS Profile is completed for all children in the final term of the year in which they reach age five, so no later than 30th June in that term. Each child's level of development is assessed against the Early Learning Goals and they are levelled at emerging, expected or exceeding. The child's EYFS profile results are shared with parents in their end of year report and during the Summer Term Parents' Evening. Year One teachers are given a copy of the profile as well as a copy of the last page of the child's summer report stating the child's skills and abilities in relation to the three key 'Characteristics of Effective Learning'.

Special Educational Needs and Disabilities (SEND)

Ravenscourt Park Preparatory School embraces diversity through its non-selective admissions policy. Practitioners enable all children to reach their full potential and value individual ability, term of birth (age), Special Educational Needs and Disability, linguistic diversity, race, religion and ethnic background. We aim to provide a safe and supportive learning environment where all children are valued and where inclusive provision prevents discrimination and enables high quality learning.

We use a wide range of teaching strategies, differentiate the curriculum, adapt resources, carefully monitor progress and adjust provision to suit each child's individual needs. We encourage our children to learn collaboratively, showing kindness and tolerance toward fellow classmates.

If a child enters the EY setting having been identified with SEND, the following protocol is adhered to:

1. Prior to entering the school, the Headmistress, SENCo and Head of Lower School meet with parents to discuss the child's individual needs and any prior SEND support.
2. Senior Leaders and/or SENCo visit the child's Nursery setting for a thorough hand-over.
3. SENCo liaises with outside specialist support workers and collects any relevant paperwork.
4. Preparation and support is provided by the SENCo and Head of Lower School to the new Class Teacher to ensure the transition is as smooth as possible into RPPS Early Years.
5. The pupil visits the school for a welcome morning prior to the new school year and to familiarise the new learning environment. Staff are supported by the Learning Support Team to ensure the pupil succeeds in their new setting.



If EY staff suspect a child has Special Educational Needs and Disabilities once they have begun learning at RPPS, the following protocol, in line with the SEND policy, is adhered to:

1. The Reception Teacher will discuss her concerns initially with the SENCo either via a meeting and/or by completing a concerns form.
2. The SENCo will observe the child in their learning environment (classroom or outdoor playground).
3. Recommendations will be made to support the child within class.
4. If the child does not make the expected progress despite in class additional support, they may be withdrawn for learning support lessons. Alternatively, or in addition to, they may also receive support from an external agency such as an Occupational Therapist (OT) or Speech and Language Therapist (SALT).
5. If required, the child may also be set targets, in the form of an Individual Education Plan (IEP), for within class. These will be written by the SENCo, in conjunction with the class teacher. These targets are achievable and are shared and discussed with the child's parents. The targets are evaluated at the end of every term.
6. If the child still does not make the expected progress, despite Quality First Teaching (QFT), classroom adjustments and intervention, they will be placed on the SEND register.
7. Detailed observations of the child are regularly made as evidence of progress and attainment.
8. A small minority of children who have significant and/or complex needs may undergo an Education, Health and Care (EHC) needs assessment in order to establish their specific needs and the range of provision required to meet those needs. This process is outlined in the SEND policy.
9. Partnership with parents and the exchange of information with external agencies are particularly important in order that the needs of children with SEND are met effectively. Parents are kept informed at every stage through regular review meetings, chaired by the SENCo, Head of Lower School and Class Teacher.

If a child is found, or known, to be Able, Gifted and Talented the following procedure may be implemented:

1. The Able, Gifted and Talented Coordinator will be informed and support or guidance provided to the Class Teacher to enhance provision.
2. A more challenging curriculum will be implemented with the guidance of Subject Leaders and the child's attainment/progress will be closely monitored.

If a child is identified to have English as an Additional Language, the following procedure will be implemented:

1. Practitioners will identify the child's prior language experience and any education they have received elsewhere.



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2. Within the EYFS profile, the early learning goals (ELGs) for communication and language and for literacy will be assessed in relation to the child's competency in English.
3. Learning opportunities are then planned to enable the child to develop their English. Activities will provide a range of experiences for children to engage in speaking and listening in English. They will also interact regularly with their peers and adults, through structured play using visual aids such as pictures and puppets.
4. Children will have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They will be able to participate in ways that reveal what they know and can do in the security of their home language.
5. Provision may be made for language lessons within school, in consultation with parents.

Support, Monitoring and Evaluation:

Ravenscourt Park Preparatory School believes that in order to improve the quality of the Early Years Education in our school, it is vital to carry out monitoring, moderation of assessment and feedback evaluation with the Reception team. We do so by:

Support network:

Our website provides access to all policies for our parents and staff. Our induction programme ensures new staff are thoroughly supported when joining the school. We also ensure all staff are updated about policy and procedural change regularly. Staff use designated 'Supervision' time to discuss issues and identify solutions, as well as receive coaching to improve their personal effectiveness, with the Head of Lower School.

Monitoring standards

Subject co-ordinators and subject leaders carry out scrutiny planning (both inside and out), observations, work scrutiny and children's attainment/progress checks. The EY leader regularly moderates the EY Profiles with support from relevant Department Heads and the Head of Lower School.

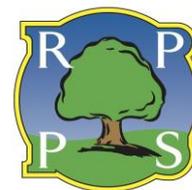
Monitoring practice

Subject Leaders and the EY Leader are allocated time to conduct teaching observations, learning / listening walks and work scrutiny to validate classroom practice. There is also a CPD (Continual Professional Development) system in place and a new appraisal protocol, which allows staff to be observed, supported and challenged to achieve their best. A mentoring system encourages supportive practice.

CPD and Supervision

Staff are supported to undertake appropriate training and professional development to ensure they can continually improve the quality and development experiences they offer for children. 'Supervision' is a way for our staff to improve their professional and personal effectiveness in a supportive 1:1 meeting. This support is provided by the Head of Lower School, for staff to discuss issues and identify solutions, as well as receive coaching to improve their personal effectiveness.

Practitioners follow the government's statutory guidance 'Working Together to Safeguard Children 2015'15 the 'Prevent duty guidance for England and Wales 2015'16 and 'Keeping Children Safe in Education'18 statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If a member of staff has concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.



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Behaviour Management

We believe that children's behaviour must be managed effectively and in a manner appropriate for the child's stage of development and particular individual needs. Most behaviour is easily managed within the class by the Reception team, however the Head of Lower School is also available should the need arise and is the named person for behaviour management.

Please refer to our Safeguarding and Welfare Policy for a comprehensive overview regarding incidents of physical intervention.

Please refer to the RPPS Behaviour Policy for a comprehensive list of Lower School sanctions and rewards.

Equals Opportunities Policy

RPPS is committed to equal opportunities for all irrespective of their age, gender, attainment, ethnicity, special educational needs or competence in English.

Each September there are 60 new children that enter the school in Reception. We admit a balance of boys and girls regardless of race, religious views or physical ability.

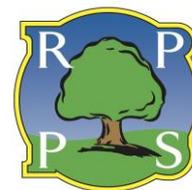
We aim to:

- meet the individual needs of children irrespective of age and attainment.
- provide a broad and balanced curriculum, which meets individual needs
- provide access to the same range of activities for both boys and girls.
- provide an environment that reflects our multicultural society, through a variety of games, books, artefacts and pictures.
- celebrate different religious festivals through assemblies, class discussions and activities.
- encourage guests and other people connected with other cultures to come and share their experiences and beliefs.

Parents and Carers

Parents are the child's first teacher and the importance of parents as partners in their child's education should be remembered. At Ravenscourt Park Preparatory School we have an open door policy with strong links between parents and teachers. There are opportunities to chat informally with the parents at the beginning and end of the day. Teachers are available for private discussions with parents and carers if an appointment is made for either the beginning or end of the school day. We encourage parents to tell the class teacher if there are any problems that may be affecting their child. Teachers see parents immediately there is any cause for concern. Staff will always listen to the parents and in this way gain a greater understanding of the children in their care. Fathers as well as mothers are encouraged to participate in their child's education. We encourage parents to contribute to their child's learning using a 'Golden Ticket' to note any special moments or achievements their child makes at home. We support daily two way communication in the Reading Record Books and all teachers can be contacted directly by email. There are regular letters sent home on Fridays as well as notices on the classroom doors. The school 'On the Fridge Door' is posted on the school website each week (and on the main school notice board) to show events/reminders coming up in the next week and achievements of the children.

- A 'New Parents' social evening in the first few weeks of the new academic year
- A Reception and Parent handbook outlining school procedures.
- Termly and annual calendar for the school



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- A website with a 'pupil post' section and the food menu for the next week
- Weekly 'pupil post' bulletin which posted on 'Pupil Post' every Friday afternoon
- Booklets outlining strategies to help support the child at home with Literacy and Numeracy
- Children's reading record books, which are sent home on a daily basis and where comments are written between the parent and the teacher
- Invitation to parents to help in the classroom and accompany us on school trips.
- Regular Parents Evenings each term, where the parents have an allocated time to see their child's class teacher and have the opportunity to discuss their child's progress
- A final written report, given to parents in the last half term of the academic year reporting the child's progress against the Early Learning Goals and the Outcomes Assessment Scales
- Profile Sharing sessions each term where parents are invited to come into the classroom at the end of the school day and look through their child's work tray to see examples of the work they have been completing

Our partnership with parents is highly valued and a questionnaire will be sent to canvas feedback on their child's experience at school, level of fulfilment and level of satisfaction with progress and any additional thoughts or opinions parents may have. The Head of Lower School alongside the EY Leader also host an informal 'Coffee Morning' early in the year, to gather feedback from parents regarding their children's transition into our RPPS Early Years.

Reception classes display class timetables and 'Who are My Teachers?' outside their rooms.

Dismissal procedures: It is school policy that if a person other than the parent or known carer is to collect a child, permission has to be given to the class teacher prior to releasing the child, otherwise the child will not be released to the adult.

We believe that where staff, parents and carers work together collaboratively to support their child's education, the results have a positive and lasting effect on their child's achievement.

Community Involvement

We have good links with the local police and home beat officer, who visits us regularly. The children go out into the local area, for example Ravenscourt Park for topic work.

Parents and relatives of the children are welcome to visit the school and share their professional expertise and experiences.

Every two years we choose a charity for the school to fund raise for. The representative from the charity will come and speak to the children in assembly.

For Harvest Festival the local vicar leads a service at our school and the gifts from the children are sent to a local charity.

At Ravenscourt Park we encourage healthy eating and actively incorporate this into our curriculum. All of our lunches are freshly prepared each day on the premises, from daily deliveries.



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Procedure for a Parent Failing to Collect a Child

Please refer to the Whole School Policy, 'Procedure for an Uncollected Child'

Procedure for a Missing Child

Please refer to Procedure for a Missing Child (including the Early Years Foundation Stage)

Complaints Procedure

Please refer to the whole school 'Complaints Procedure Policy'.

In addition to the whole school complaints procedure our Early Year setting:

- Investigates any written complaint about the fulfilment of the EYFS requirements within 28 days and notifies Ofsted and ISI upon request.
- We provide Ofsted and ISI contact details in our Parent Handbook.
- We notify parents about inspection once we have been notified ourselves and supply the inspection report to parents of registered children.

In July before entry, each parent is supplied with a Reception Handbook and Parent's Handbook, as an introduction to their child's school day and routines, as well as the day to day running of the school. On enrolling with Ravenscourt Park School, each parent is sent information about the school's complaint procedure from the Managing Director.

A comprehensive mailing is sent out to prospective parents before the Autumn Term whereby we gather necessary information pertaining to their child, for example: who has parental responsibility, who has legal contact, any dietary requirements, medical issues, allergies etc. We also ask for emergency contact telephone numbers as well as persons to contact in an emergency should the parents not be contactable.

In the September of entry, a curriculum overview and a weekly timetable are given out to all parents during our Curriculum Evening.

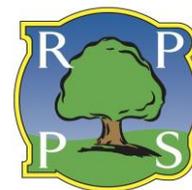
A two-way flow of communication is encouraged between home and school, verbally, written (in the child's Reading Record Book) or direct to the teachers school email.

Please refer to the RPPS Complaints by Parents Policy for further information.

EYFS policy on the Administration of Medicine

RPPS promote the good health of children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. There are two qualified nurses on site, who provide written records and keep records all of the prescribed medicines on site. They are responsible for administering medicines to children and parents are always informed.

RPPS requests written permission for each and every medicine from parents before any medication is given. RPPS ensures that we have sufficient information about the medical condition of any child with long-term medical needs and an individual Healthcare Plan is drawn up with the parents. Information is then shared with all staff and extra training given to staff as required, e.g. epipen training. Prescribed medicines are kept in the



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office. If a child has an epipen this is kept in the office in a clearly named plastic wallet (this is not in a locked area during school hours.)

All Early Years staff receive first aid training with there always being one person with a current certificate on the premises at all times when children are present and accompanying children on trips.

Administration of Medicine in the Early Years

Any member of staff giving medicines to a child should check:

- the child's name,
- prescribed dose
- expiry date
- written instructions provided by the prescriber on the label or container

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action. If staff have any other concerns related to the administration of medicine to a particular child, the issue should be discussed with the Head of Section.

Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)

Emergency

For all children with medical conditions, emergency medication is easily accessible in the school office or in sports first aid bag or class first aid bag for off-site activities/residential visits.

Several members of staff will be trained in administering the emergency medication safely.

General

All use of medication defined as a controlled drug is administered by a member of staff.

Ravenscourt Park Preparatory School recognizes that there is no legal or contractual duty on school staff to administer medicine or to supervise a pupil taking it. This is a purely voluntary role and is recognised as such by the DCSF. While teachers have a general legal duty of care to their children, this does not extend to a requirement to routinely administer medicines.

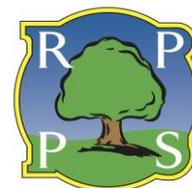
The school nurses, generally administer medication to children. Many other members of staff are happy to take on the voluntary role of administering medication. For medication where no specific training is necessary, any member of staff may administer prescribed and non-prescribed medication to the children, but only with the written consent of the pupil's parent.

For a child with medical needs, the Head of Lower School with the class teacher and the staff members administering the medicine and acting as witness will agree with the parents exactly what support can be provided. Where parents' expectations appear unreasonable, the Head of Lower School will seek advice from advisers and, if appropriate, London Preparatory Schools (LPS).

The administration of **all** medicine will be witnessed by a second adult.

A written record of the date and time of the administration will be made (Appendix)

If in doubt about any procedure, staff should not administer the medicines but check with the parents before taking further action.



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Refusal of Medicine

If a child refuses medication, it will be recorded and parents will be informed as soon as possible. If it is a child with long term medical needs the parents will be required to come to school to either administer the medicine or take the child home. If a refusal to take medicine results in an emergency, the school will contact the ambulance service and then the parents.

If a child misuses medication, either their own or another child's, their parents will be informed immediately. The child will be subject to the school's disciplinary procedures.

Prescription Medicines

Ravenscourt Park will administer medicines which are essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day. The school will accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.

If the school feels that the frequency and dosage administered in school is excessive the Head of Section will consult the parents in the first instance and then Health Care Professionals (reference Medicines Standard of the National Service Framework (NSF) for Children)

Controlled Drugs

The supply, possession and administration of some medicines are controlled by the Misuse of Drugs Act and its associated regulations. Some may be prescribed as medication for use by children, e.g. methylphenidate. Any member of staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicine should do so in accordance with the prescriber's instructions. It is permissible for the school to look after a controlled drug, where it is agreed that it will be administered to the child for whom it has been prescribed.

Misuse of a controlled drug, such as passing it to another child for use, is an offence.

For further information on the administration of medicines in the EYFS, please refer to the RPPS Medical Conditions Policy.

Non Prescription Medicines

These may include Calpol, Paracetamol, cough or throat lozenges or any herbal remedies. Travel sickness pills must be administered by the parents prior to the beginning of the trip. For all non prescription medicine parents are required to complete the permission form.

References to other policies:

- Please refer to the Safeguarding and Welfare policy for information about our use of cameras and mobile phones in the school
- Our Safeguarding Lead is Mr Michael Armitage and our Deputy is Mr Simon Gould
- Our EY team leader is Miss Rebecca Leviston (Head of Lower School) and the Deputy is Mr Simon Gould (Deputy Head of School). They are supported by Stephanie Bland (EY Leader).
- Please refer to the Safeguarding a Welfare Policy for clarification on child protection and about Ofsted being notified within 14 days of any allegations of serious harm or abuse

This policy will be evaluated and reviewed by Reception staff and the EYFS Leader annually.



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Early Years Foundation Stage Policy

WRITTEN BY: Stephanie Bland
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