



Early Years Foundation Stage (EYFS) policy

2026-27

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	4
5. Assessment	10
6. Working with parents and carers	11
7. Staff	14
8. Safeguarding and welfare procedures	16
9. Monitoring arrangements	20
Appendix 1. List of statutory policies and procedures for the EYFS	21

1. Aims

This policy aims to ensure that:

- Children access a broad, balanced and ambitious curriculum that provides a secure foundation for future learning, development and lifelong success.
- High-quality teaching and learning enable all children to make good progress from their individual starting points, ensuring that no child is left behind.
- Strong partnerships are established between staff, parents and carers to support children's learning, development and wellbeing.
- Every child is valued, included and supported through a commitment to equality of opportunity, inclusion and anti-discriminatory practice.
- Children learn in a safe, nurturing and stimulating environment where they feel happy, secure and confident to explore and learn.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2026.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies from birth to the end of Reception Year. Children at Grange Primary School, join reception in the year they turn five years old. In partnership with parents and carers, we enable children to begin the process of becoming active and successful learners for life. Our Early Years consists of places for 30 reception pupils and up to 36 nursery places, offering both part time and full time places. The number of 30 hour and 15 hour places available will vary depending on intake.

Parents may be eligible for 30 hours of free funding for Nursery places. They can visit www.childcarechoices.gov.uk to find out more information and check if they are eligible for funding. If parents are not eligible for 30 free hours, they may pay an addition £20 per day to 'top up' their child's part time place to a full time place.

4. Curriculum

At Grange Primary School, our Early Years Foundation Stage curriculum is based on the statutory requirements of the **Early Years Foundation Stage Framework** and is informed by the guidance provided in **Birth to 5 Matters**.

We recognise that every child develops at their own pace and that development is not a linear process. Children learn best when they experience positive relationships, enabling environments and high-quality interactions that recognise and build upon their individual strengths, interests and experiences. We believe that every child is a unique, capable and curious learner with the potential to succeed.

The Four Principles of the EYFS

The Early Years Foundation Stage is underpinned by four key principles:

A Unique Child

At Grange Primary School, we recognise that every child is unique and develops in their own way. We value each child's individuality and understand that children learn at different rates. Through high expectations, positive relationships and meaningful learning experiences, we support children to become confident, resilient and independent learners. Positive praise, encouragement and celebration of achievements help to develop positive attitudes towards learning and promote children's self-esteem and wellbeing.

Positive Relationships

We believe that secure and positive relationships are fundamental to children's learning and development. Strong relationships between children, staff and families help children feel safe, valued and supported. We work in partnership with parents and carers, recognising them as children's first educators, and strive to build trusting relationships that support children's development throughout their educational journey.

Enabling Environments

We recognise the significant role that the learning environment plays in supporting children's development. We provide a stimulating, inclusive and well-resourced indoor and outdoor environment that encourages exploration, creativity, curiosity and independence. Through careful observation, ongoing assessment and collaboration with families, we develop a deep understanding of children's interests, needs and stages of development. This informs our planning and ensures that learning opportunities are challenging, engaging and meaningful.

Learning and Development

The EYFS Framework identifies seven areas of learning and development, all of which are important and interconnected.

The three **Prime Areas** are:

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

These areas are particularly important in supporting children's early development, helping them to build relationships, communicate effectively and develop the skills needed for future learning.

The four **Specific Areas** are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas build upon and strengthen the Prime Areas, enabling children to broaden their knowledge, skills and understanding.

Through careful observation, assessment and information gathered from parents and previous settings, we identify each child's starting points and plan learning experiences that support their next steps. We place particular emphasis on the Prime Areas of Learning, especially during children's early experiences in school, as these provide the foundations on which future learning is built. Where concerns arise regarding a child's development, staff work closely with parents, carers, the SENDCo and other professionals to provide appropriate support and intervention.

Characteristics of Effective Learning

The **Characteristics of Effective Learning** are central to our curriculum and underpin all aspects of teaching and learning in the Early Years.

Children learn through:

- **Playing and Exploring** – investigating, experiencing new things and having a go
- **Active Learning** – concentrating, persevering and enjoying achievements
- **Creating and Thinking Critically** – developing ideas, making links in learning and solving problems

These characteristics describe how children engage with people, experiences and their environment. Through careful observation of children's play, interactions and responses to challenge, practitioners gain valuable insight into how individual children learn. This understanding informs planning and enables us to provide learning experiences that support, challenge and extend each child's development effectively.

4.1 Planning

At Grange Primary School, we are ambitious for every child and plan high quality learning experiences that enable children to develop, thrive and achieve their potential. For our youngest learners, staff place a strong emphasis on the three Prime Areas of Learning, recognising that these provide the foundations for future learning and development.

Our EYFS curriculum has been carefully designed and mapped to ensure clear progression from Nursery through to Reception and into Key Stage One. The curriculum is based on the Early Years Foundation Stage Statutory Framework and is informed by the *Birth to 5 Matters* guidance.

Planning is responsive, flexible and centred around the needs of our children. While planning is completed on a weekly basis, staff continually adapt learning opportunities in response to observations, children's interests, emerging needs and spontaneous events. This flexibility ensures that learning is meaningful, purposeful and relevant to children's experiences.

Effective planning is informed by ongoing observation and assessment. Staff use information gathered from child-initiated play, adult-led activities, carpet sessions, focused group work, independent challenges, discussions with children and parental contributions to plan exciting and engaging learning experiences. These opportunities build upon what children already know and can do, while providing appropriate challenge and support to extend learning further.

All staff contribute to the planning process for both indoor and outdoor provision. When planning, practitioners consider curriculum objectives, individual interests, group interests and children's stages of development. This collaborative approach ensures continuity across the Early Years Unit and supports a broad, balanced and engaging curriculum.

Staff carefully consider the individual needs of every child, including differing rates of development, and make appropriate adaptations to ensure all children can access and succeed within the curriculum. Where children require additional support, targeted strategies and interventions are implemented to help them achieve developmental milestones and make progress from their starting points.

For children with Special Educational Needs and Disabilities (SEND), staff work closely with the SENDCo to identify and implement appropriate support. Where necessary, specialist advice

and support from external agencies is sought to ensure children's needs are met effectively. In the meantime, the SENDCo works alongside staff to provide guidance, adaptations and support to enable all children to access learning and fully participate in the life of the setting.

4.2 Teaching

At Grange Primary School, we recognise that children learn best through a balance of adult-led learning and child-initiated play. Our teaching enables children to develop the knowledge, skills and attitudes they need to become confident, independent and successful learners.

Staff ensure that children experience the three Characteristics of Effective Teaching and Learning that underpin the EYFS Framework:

- **Playing and Exploring** – investigating, experiencing new things and having a go
- **Active Learning** – maintaining focus, persevering when challenges arise and celebrating achievements
- **Creating and Thinking Critically** – developing ideas, making links in learning and finding solutions to problems

Children participate in four short carpet sessions each day. These sessions gradually increase in length throughout the year as children's concentration, engagement and learning stamina develop. Teaching is delivered through a combination of whole-class inputs, small group activities, focused teaching sessions and high-quality interactions within child-initiated play.

Each area of learning and development is implemented through planned, purposeful play and a balance of adult-led and child-initiated activities. Staff respond to children's emerging needs and interests, guiding and extending their learning through warm, positive interactions that foster curiosity, independence and a love of learning. High-quality adult-child interactions are supported through the ShREC approach (Sharing Attention, Responding, Expanding and Conversing), enabling practitioners to model language, extend vocabulary, develop thinking and engage children in meaningful conversations. As children progress through Reception, the balance gradually shifts to prepare them for the more formal learning experiences they will encounter in Year 1.

Learning Through Play

Learning through play is at the heart of our Early Years curriculum. We provide an open and stimulating learning environment where children can access a wide range of high-quality resources independently. This encourages exploration, creativity, problem-solving and sustained engagement in learning.

While children's interests help shape many aspects of provision, activities are also carefully planned around curriculum objectives, quality texts, topics and significant events throughout the year. We provide a rich balance of adult-directed and child-led opportunities, ensuring all children are supported to make progress towards the Early Learning Goals by the end of Reception.

Children have access to well-resourced indoor and outdoor environments that promote open-ended learning experiences across all areas of the curriculum. Practitioners carefully observe children's learning, extending and challenging their thinking through skilled interactions, modelling and questioning.

Communication and language development is embedded throughout the curriculum. Staff provide frequent opportunities for discussion, storytelling, role play, questioning and collaborative learning, enabling children to develop vocabulary, confidence and effective speaking and listening skills. Through our whole-school commitment to oracy, children learn to express their ideas, listen respectfully to others and communicate effectively in a range of contexts.

Handwriting and Physical Development

We recognise that successful handwriting is built upon strong physical development, secure motor control and effective hand-eye coordination. In the Early Years, children develop these foundations through a range of practical, hands-on and multi-sensory experiences before focusing on the formal formation of letters.

Children are provided with opportunities to:

- Develop gross motor skills through balancing, climbing, movement and outdoor play
- Strengthen core stability and coordination
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment safely and effectively
- Develop fine motor control through threading, construction, cutting, puzzles and small-world play
- Draw lines, circles and patterns using increasingly controlled movements
- Manipulate objects with increasing precision and control

- Begin to form recognisable letters correctly
- Use pens, pencils and other mark-making tools effectively
- Develop accurate letter formation and early word writing skills

Effective handwriting instruction relies on high-quality modelling and regular opportunities for practice. Staff carefully demonstrate letter formation and observe children as they write to ensure correct habits are established from the outset.

At Grange Primary School, handwriting development follows the principles of the School Literacy Network approach. We recognise that handwriting development should be taught according to children's developmental stages rather than their age alone. Strong emphasis is placed on developing the physical foundations for writing, including gross motor development, core strength, shoulder stability, hand strength, fine motor control and dexterity. Children are provided with a wide range of opportunities to strengthen these skills through purposeful play and practical activities before moving onto more formal handwriting tasks.

In Reception, children are introduced to letter formation through Little Wandle mnemonics, alongside explicit teaching and modelling of correct letter formation. Practitioners carefully assess children's readiness for each stage of handwriting development and provide appropriate support and challenge to ensure success. Guidance and resources are shared with families to enable parents and carers to support fine motor development, letter formation and early writing skills at home.

Transition to Year 1

We place great importance on ensuring a smooth and successful transition from the Early Years Foundation Stage into Key Stage 1.

Staff work closely across phases to develop a transition process that builds upon children's strengths, experiences and levels of development. Our experienced teachers have a strong understanding of both Early Years and Key Stage 1 pedagogy, allowing them to provide continuity while gradually preparing children for the expectations of Year 1.

During the Summer Term, children are given opportunities to spend time in the Year 1 environment and become familiar with their new teachers, support staff and learning spaces. Parents and carers are invited to attend a transition workshop, where they receive information about Year 1 expectations and practical ways to support their child over the summer.

To further support this process, children are provided with a personalised social story containing photographs of key adults and learning environments. These measures help children feel secure, confident and excited about the next stage of their learning journey.

5. Assessment

Assessment is an integral part of teaching and learning within the Early Years Foundation Stage and is used to ensure that all children make progress from their individual starting points. At Grange Primary School, assessment is continuous and informs future planning, enabling staff to identify children's strengths, interests, achievements and next steps in learning.

Practitioners regularly observe children during play, adult-led activities, focused group work, independent challenges and everyday interactions. Assessment information is gathered through a range of methods including observations, conversations with children, photographs, examples of work and parental contributions. These observations help staff develop a comprehensive understanding of each child's development and are used to plan engaging and appropriately challenging learning experiences.

We recognise the importance of working in partnership with parents and carers and value the unique knowledge they have of their child. Information shared by families contributes to our understanding of children's development and helps ensure a consistent approach between home and school. Staff keep parents informed of their child's progress and work collaboratively with families and other professionals to address any learning and development needs that may arise.

All children are continually assessed through a combination of high-quality interactions, incidental observations, focused assessments and ongoing professional dialogue. Evidence of children's learning is recorded with termly long observations, some short observations and class floor books, providing a record of progress that can be shared with parents, school leaders and external agencies where appropriate.

Within the first six weeks of starting Reception, children complete the statutory Reception Baseline Assessment (RBA). The purpose of the assessment is to provide a starting point for measuring progress throughout primary school. The results are not shared as an attainment measure for individual children and do not form part of the Early Years Foundation Stage Profile.

Children's progress is regularly monitored throughout the year through ongoing assessment and pupil progress discussions. Where concerns arise regarding a child's development, staff work closely with parents, the SENDCo and, where appropriate, external agencies to ensure that effective support and appropriate interventions are implemented promptly.

Parents and carers are invited to meet with class teachers during the Autumn and Spring terms and receive a written end-of-year report in the Summer term summarising their child's achievements and progress.

In the final term of the academic year in which a child reaches the age of five, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP). Each child is assessed against the 17 Early Learning Goals and is judged as either:

- **Meeting the expected level of development**
- **Emerging** (not yet reaching the expected level of development)

The EYFS Profile provides a summary of each child's attainment at the end of the Early Years Foundation Stage. Outcomes are shared with parents and carers and passed on to the child's Year 1 teacher. This supports professional discussions about each child's development, learning needs and next steps, helping to ensure a smooth and effective transition into Key Stage One.

In exceptional circumstances, and following discussion and agreement with parents and carers, a child may remain within EYFS provision beyond the end of the academic year in which they turn five. In such cases, assessment continues and the EYFS Profile is completed at the end of the year in which the child transfers to Year 1.

To ensure the accuracy and consistency of assessment judgements, EYFS Profile outcomes are moderated internally and in partnership with local schools. The school also submits EYFS Profile data to the Local Authority as required.

Assessment in the Early Years is used to celebrate achievement, identify next steps and ensure that every child receives the support, challenge and opportunities they need to flourish and reach their full potential.

6. Working with parents and carers

At Grange Primary School, we recognise that parents and carers are a child's first and most important educators. We believe that children learn and develop best when there is a strong partnership between home and school, and we are committed to building positive, supportive and respectful relationships with all families.

From the outset, we work closely with parents and carers to ensure a smooth transition into the Early Years Foundation Stage. Every child and parent is invited to attend a Stay and Play session during the Summer Term prior to starting Reception. Following this, families have the opportunity to meet with their child's class teacher, explore the learning environment and discuss any questions or concerns. These experiences help children and families become familiar with school life and support a positive start to their education journey.

Each child is assigned a key person who develops a strong relationship with both the child and their family. The key person helps to ensure that learning and care are tailored to meet each child's individual needs and supports parents and carers in promoting learning and development at home. Where appropriate, the key person can also help families access specialist services and additional support.

We value the knowledge and understanding that parents have of their children and actively encourage them to contribute to their child's learning journey. Parents are regularly informed

about their child's progress and development through informal conversations, parent meetings and written reports. The EYFS Profile provide parents and carers with a well-rounded picture of their child's knowledge, skills and development.

Communication between home and school is highly valued. To ensure parents remain informed and involved in their child's learning, we provide:

- Half-termly EYFS newsletters outlining current and upcoming learning themes
- Weekly school newsletters
- Parent and child "Meet the Teacher" sessions
- Parent meetings
- Home reading records and regular communication regarding reading progress
- Phonics and Early Reading workshops
- Mathematics workshops
- Celebration events and curriculum showcase opportunities
- Transition workshops and information sessions
- Half termly *Play with Me* sessions
- Weekly Reading together sessions

We believe that learning extends beyond the classroom and actively encourage parents and carers to support learning at home. Homework suggestions and optional activities linked to current topics are shared regularly. These activities are designed to reinforce learning, encourage discussion at home and provide opportunities for children to share their experiences and achievements with their peers. While participation is encouraged, these activities are not compulsory.

Throughout the year, parents and carers are invited into school to celebrate and engage with their child's learning. These opportunities allow children to share their achievements, demonstrate their learning and take pride in their accomplishments. They also enable parents to gain a deeper understanding of the Early Years curriculum and the experiences available to their child.

We actively encourage family involvement within our setting and welcome parents as volunteers to accompany us on trips, during special events and celebrations. Parents may support activities such as cultural celebrations, arts and crafts, storytelling, science investigations, music sessions and other enrichment opportunities, helping to broaden children's experiences and strengthen links between home and school.

To promote a love of reading, we hold weekly "Reading Together" sessions, during which parents and carers are invited into school to share books with their children. These sessions support the development of early reading skills while fostering positive attitudes towards reading and learning.

Through strong communication, mutual respect and shared aspirations, we work in partnership with families to ensure every child feels valued, supported and able to flourish throughout their Early Years journey.

Key opportunities for parental engagement include:

- Stay and Play sessions
- Parent and child Meet the Teacher sessions
- Half-termly EYFS newsletters
- Weekly school newsletters
- Phonics and Early Reading workshops
- Mathematics workshops
- Parent consultation meetings
- Celebration and curriculum showcase events
- Home reading records
- Reading Together sessions
- Parent volunteers and enrichment activities
- Transition workshops and support sessions for Year 1
- Play with Me sessions
- Under 8's Day

Hot Weather

During periods of hot weather, children's safety and wellbeing remain a priority. Parents and carers are asked to provide their child with a named bottle of water, a sun hat or cap, and sun cream. Early Years staff may support children with the application of sun cream where parental permission has been given. Children are encouraged to drink water regularly throughout the day and access shaded areas when outdoors. Staff carefully monitor outdoor provision and may adapt activities, playtimes or access to outdoor areas to ensure children remain safe and comfortable during periods of high temperatures. Parents who do not wish staff to assist with the application of sun cream should inform the class teacher in writing.

7. Staff

7.1 Staff training

At Grange Primary School, we are committed to ensuring that all Early Years staff receive high-quality training and professional development to enable them to effectively support children's learning, development, safety and wellbeing.

All staff receive safeguarding training in line with the most recent Early Years Foundation Stage (EYFS) Framework and Keeping Children Safe in Education (KCSIE) guidance. Training ensures that staff understand their safeguarding responsibilities, are confident in recognising signs of abuse or neglect, and know how to respond appropriately to any concerns.

We will:

- Provide all staff with safeguarding training in line with statutory requirements
- Ensure all staff feel supported and confident in implementing the school's safeguarding and child protection procedures
- Regularly update training and provide refresher sessions every year, or sooner where required by changes to guidance, procedures or identified safeguarding needs
- Provide ongoing opportunities for staff to develop their knowledge and skills through professional development, staff meetings and safeguarding updates
- Outline safeguarding training arrangements and expectations within the school's Child Protection and Safeguarding Policy

Our Designated Safeguarding Lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend appropriate safeguarding training and maintain up-to-date knowledge in accordance with current statutory guidance
- Ensure safeguarding information and updates are shared effectively with all staff
- Liaise with children's services, external agencies and safeguarding partners where necessary to support the welfare and protection of children

In addition to safeguarding training, staff regularly access professional development opportunities relating to child development, early reading and phonics, communication and language, SEND, behaviour, wellbeing, curriculum development and paediatric first aid. This commitment to continuous professional development ensures that practice remains current and that all children receive the highest quality education and care.

7.2 Safer recruitment

When recruiting staff, Grange Primary School follows the procedures set out in the most recent Early Years Foundation Stage Framework and Keeping Children Safe in Education (KCSIE) guidance to ensure the suitability of all adults working with children.

This includes:

- Obtaining and considering references for all staff, students and volunteers prior to appointment
- Verifying identity, qualifications and employment history
- Completing all required vetting and safeguarding checks, including enhanced DBS checks where appropriate
- Maintaining accurate records of staff qualifications, identity checks, vetting processes and references in line with statutory requirements

Further information regarding the school's safer recruitment procedures can be found in the Safeguarding Child Protection, available on the school website and from the school office.

7.3 Whistleblowing

At Grange Primary School, we are committed to maintaining a culture of openness, honesty and accountability. We ensure that all staff are aware of the school's whistleblowing procedures, feel confident in raising concerns about poor, unsafe or inappropriate practice, and know that any concerns raised will be taken seriously and investigated appropriately.

Staff are encouraged to report concerns promptly where they believe that a child may be at risk, safeguarding procedures are not being followed, or where there is misconduct, malpractice or behaviour that falls below the expected standards of professional conduct.

Any concerns should be reported to the Headteacher in the first instance. If the concern relates to the Headteacher, or if it is believed that they may be involved in the matter, concerns should be raised with the Chair of Governors.

The school is committed to ensuring that individuals who raise genuine concerns in good faith are supported and protected from disadvantage or victimisation.

Further information can be found in the school's **Safeguarding Policy and Child Protection**, available on the shared drive, the school website and from the school office.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

At Grange Primary School, we recognise that children learn best when they are healthy, safe, secure and supported by positive relationships. We are committed to providing a welcoming, inclusive and stimulating environment where children can learn, develop and thrive.

Safeguarding and promoting the welfare of children is the responsibility of every member of the school community. All staff, volunteers, students and visitors are expected to maintain a culture of vigilance and report any concerns regarding a child's wellbeing, safety or welfare immediately.

All practitioners are alert to signs of abuse, neglect, exploitation or other safeguarding concerns and follow the school's safeguarding procedures at all times.

The Designated Safeguarding Lead (DSL) is:

- Miss Rebecca Benjamins (Headteacher)

Deputy Designated Safeguarding Leads (DDSLs) are:

- Amanda Matheson (Assistant Headteacher)
- David Bucknall (SENDCo)
- Kim Edwards (School Business Manager)
- Natasha Tomlin (Children's Safeguarding and Welfare Officer)
- Zohra Bounouar (Administration)

The safeguarding team is responsible for providing advice and support to staff, liaising with external agencies and ensuring safeguarding concerns are managed appropriately and in accordance with statutory guidance.

Where a child is believed to be at risk of significant harm, referrals will be made to Children's Social Care and/or the Police without delay. Any allegations relating to adults working within the school will be managed in accordance with local safeguarding procedures and reported to the Local Authority Designated Officer (LADO) where appropriate.

Further information can be found in the school's Safeguarding and Child Protection Policy, available on the school website and from the school office.

8.2 Staffing Ratios

Grange Primary School complies with the staffing ratio requirements set out within the Early Years Foundation Stage Statutory Framework. Staffing levels are carefully considered to ensure children's safety, wellbeing and learning needs are met at all times.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - We have at least 1 member of staff for every 13 children
 - At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
 - At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience based route status
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

8.3 Paediatric First Aid

At least one member of staff holding a current Paediatric First Aid (PFA) qualification is on site and available whenever children are present, including during educational visits and off-site activities. First aid qualifications are renewed in accordance with statutory requirements.

8.4 Attendance and Absence

Regular attendance is vital to children's wellbeing, development and learning. Unexplained absences are followed up promptly in line with the school's Attendance Policy. Where concerns arise regarding a child's attendance, appropriate procedures will be followed, including communication with parents and, where necessary, safeguarding referrals.

8.5 Health, Safety and Wellbeing

The school maintains safe, secure and suitable indoor and outdoor environments that meet statutory health and safety requirements. Regular risk assessments are conducted, and children are supervised appropriately throughout the day.

We promote children's physical health and wellbeing through healthy lifestyles, physical activity, healthy eating and good oral hygiene practices. Children are taught about the importance of caring for their teeth and developing healthy habits from an early age.

8.6 Safer Eating

Children's safety during mealtimes and snack times is a priority. While children are eating, there will always be at least one member of staff present who holds a valid **Paediatric First Aid (PFA)** qualification in line with the requirements of the EYFS Statutory Framework. All children will remain within sight and hearing of a member of staff whilst eating and will be seated safely in an appropriate chair, or highchair where required, and, where possible, within a designated eating area.

Before a child joins our setting, we obtain information regarding:

- Dietary requirements and preferences
- Food allergies and intolerances
- Medical and health requirements

This information is shared with all relevant staff involved in food preparation, serving and supervision. At every mealtime and snack time, a designated member of staff is responsible for ensuring that food provided meets the individual dietary, allergy and medical needs of each child.

Staff receive appropriate training and guidance to ensure they are aware of the symptoms and treatment of allergies and anaphylaxis, understand the difference between allergies and intolerances, and recognise that allergies can develop at any stage of childhood.

We work closely with parents and carers to:

- Develop and maintain individual allergy action plans, with support from health professionals where appropriate.
- Ensure allergy and medical information is regularly reviewed and shared with all relevant staff.
- Discuss children's progress with introducing and eating different foods.
- Support children in progressing through developmental stages of eating at a pace appropriate to their individual needs.

Food is prepared and presented in a way that:

- Minimises the risk of choking.
- Meets each child's developmental stage and individual needs.
- Follows the Department for Education's *Early Years Foundation Stage Nutrition Guidance*.

Any choking incident that requires intervention will be recorded and parents or carers will be informed as soon as possible. Such incidents will be reviewed regularly to identify whether any changes to practice are required to further enhance children's safety during mealtimes.

8.7 Accidents and Injuries

The health, safety and wellbeing of all children is a priority at Grange Primary School. We maintain accessible first aid boxes containing appropriate equipment, and suitably trained staff are available to respond to accidents, injuries and illness.

A written record is kept of all accidents, injuries and first aid treatment administered. Parents and carers will be informed on the same day, or as soon as reasonably practicable, of any:

- Accident or injury sustained by the child
- First aid treatment given

Any serious accident, illness, injury or death of a child whilst in our care will be reported to the relevant authorities in line with statutory requirements. Incidents are reviewed regularly to identify any potential risks and to help maintain a safe learning environment for all children.

8.8 Intimate Care, Toileting and Privacy

We support children with their personal care needs in a respectful, sensitive and age-appropriate manner. Children's dignity and privacy are always considered whilst ensuring their safety and wellbeing. Intimate care procedures are carried out in line with the school's Intimate Care Policy.

8.9 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic changing facilities
- An adequate supply of necessary items such spare clothes. Parents are encouraged to provide a set of spare clothes in case of accidents
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs, as per our intimate care policy.

8.10 Oral Health

We actively promote good oral health by teaching children about the importance of brushing their teeth, making healthy food choices and visiting the dentist regularly. Opportunities to develop positive oral health habits are embedded within the curriculum and daily routines.

We operate a supervised toothbrushing programme to support children's oral health and wellbeing. The programme is delivered in accordance with current government guidance to ensure that it is safe, hygienic and based on best practice. Through this approach, we aim to help children develop positive oral health habits that will support their long-term health and wellbeing.

This keeps it professional whilst covering the supervised toothbrushing element clearly and positively.

9. Monitoring arrangements

This policy will be reviewed and approved by Amanda Matheson annually.

After major changes, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see <https://www.grange.southwark.sch.uk/policies/>

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy