



# 'Where Stars Shine'

*Belonging, Ambition, Respect, Kindness*

# EARLY YEARS FOUNDATION STAGE POLICY

Policy Lead Committee:	<b>Local Academy Committee</b>	In consultation with: <b>Senior Leadership Team</b>
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## 1. Introduction

The early years of a child's life are a unique and special time and need to be valued as such. This policy has been written to reflect our philosophy in relation to the education and wellbeing of all children within the Early Years Foundation Stage at Severnbanks Primary School, while also providing a framework within which both teaching and non-teaching staff can operate.

We are committed to a vision of ensuring we facilitate an inclusive environment where children develop and learn to their fullest potential, both educationally and socially. Our curriculum ensures children learn the essential knowledge and skills necessary to support their development, laying strong foundations for future success. We use a challenging yet nurturing and playful approach to teaching and learning, giving appropriate time to both adult-led and child-initiated interactions. We work in partnership with parents' and other professionals' to consistently achieve the best possible outcomes for our children, families, and staff.

This document has been prepared for the use of:

- Teaching and support staff
- The Local Academy Committee
- Parents
- L.A. Advisors
- Inspection Teams

## 2. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Children's Act 1989 & 2004
- DfE (2025) 'Early years foundation stage statutory framework'
- DfE (2025) 'Keeping children safe in education (KCSIE)
- DfE (2023) 'Working together to safeguard children'
- DfE (2025) 'Early years foundation stage profile handbook
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Health and Safety at Work Act 1974
- Safeguarding Vulnerable Groups Act 2006



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- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This document also complies with our funding agreement and articles of association.

### 3. Aims and Objectives

All children are entitled to the best possible start in their school life, and we work tirelessly to ensure we provide high quality early years provision knowing the long-term positive effect this will have on children's life chances. Children are supported in their development of knowledge, skills and well-being through nurturing relationships, stimulating environments and a developmentally appropriate curriculum. We strive to ensure all children achieve their full potential, recognise success and develop their sense of self within the school and wider community.

We seek to provide:

- Quality and consistency, so that every child makes good progress and no child gets left behind is achieved through our well-embedded curriculum. We recognise the importance of developing positive attitudes towards achievement and academic success and foster children's motivational skills, encourage a curiosity of learning and develop every child's ability to access their learning environment purposefully. Leaders have ensured the EYFS curriculum aligns with programmes of study in KS1 and have implemented robust systems to evaluate the impact on learning beyond the reception year.

All practitioners are highly skilled, and we actively support professional development. We ensure there is a clear vision shared by everyone working in our EYFS unit through performance management, staff meetings and colleague discussions. Practitioners hold a range of qualifications including Level 3 Early years SENCO award and NPQEYL. All staff recently completed a suite of training, and our Nursery is recognised as being 'Inclusion Champions' by Gloucestershire County council.

We work closely with an external Early Year consultant who visits our setting 3 times per year, baseline data is moderated, teaching and learning observed, and discussions are held to inform updates on good practice. Our nursery setting uses Gloucestershire's Ready for Learning document to support the tracking of children's development across key areas of learning.

- A secure foundation is central to our vision in supporting every child to achieve to their fullest potential. Children who attend Starlets are assigned a key worker, who will work to nurture and maintain a secure and trusting relationship with children and families. For reception children the class teacher and teaching assistants will work as a team to support the class and children as individuals.



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Our curriculum fully covers the learning and development requirements set out in the EYFS framework (2021) while also using guidance from Development Matters (2021). It introduces children to developmentally appropriate knowledge, skills and language. In alignment with the wider school, we have integrated schemes of work into the EYFS curriculum to ensure consistency and prepare children for future teaching and learning.

Assessment is an essential part of teaching and learning and forms part of our planning cycle. All staff use baseline information as a starting point with formative assessment embedded in our practice. Summative assessment points are planned into our long-term planning documents.

- Partnership working between practitioners and parents. At Severnbanks we understand that effective partnerships are essential in ensuring we can achieve best outcomes for children's learning, development, and well-being. Parents are kept informed of their child's development and school experiences through our online learning journey platform – Tapestry. We encourage parents to contribute to their child's journal by commenting on observations added by practitioners and upload their child's learning achievements and experiences away from school. We set high expectations for home learning and parents contribute to this by signing reading diaries to keep us informed of reading progress at home. We offer phonic and maths workshops throughout the year to inform parents of the approaches we use in school with the children.

We hold regular parent consultations throughout the year, and you will also receive interim reports detailing progress.

To help ensure a smooth transition when starting school, the EYFS will make visits to pre-school settings. The EYFS teacher along with the family support worker will also complete a home visit to ensure we have a good understanding of individual children and families. We will take this opportunity gather important information about a child's health, development, likes, and dislikes. Parents are encouraged to discuss any questions, worries, or concerns they may have before their child starts school.

Sometimes children may require additional support to ensure they achieve their fullest potential, this may be academically, socially or emotionally. Our highly experienced school SENCo, and pastoral support worker will work alongside staff to support referrals to outside agencies such as occupational health or speech and language.

- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. (EYFS framework 2025) At Severnbanks we recognise the uniqueness of every child and encourage children to recognise their individuality and talents. We know that some children may have additional needs, and our curriculum, environment, and assessment process aims to be inclusive to all. We complete a 'picture' of each child using a variety of methods, baseline assessment, careful observation, communication with parents and focused adult led deliberate teaching. Our team of early years professionals have the appropriate knowledge and skills to recognise early signs of difficulties and an understanding of expected levels of progress of children in early years.



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Early identification of children who are not at their expected level of development aims to narrow the attainment gap and is key to improving outcomes for our youngest learners. Support is implemented through appropriate intervention and partnership working with external professionals. Internal support can be provided by the class teacher, key worker, teaching assistant, the onsite speech and language therapist and school SENCO.

### **3.1 The Four Principles of EYFS**

#### **A Unique Child**

At Severnbanks we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning. We use child voice to exemplify this principle: See me for who I am, understand me.

#### **Positive Relationships**

At Severnbanks we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families whenever they join us in the Early Years. We use child voice to exemplify this principle: Communicate with me, listen to me, respect me, support me, nurture me, value me, teach me.

#### **Enabling Environments**

At Severnbanks we recognise that the environment plays a key role in supporting and extending the children's development. This begins by providing open ended resources for the children to use in their play and ensuring the adults interact sensitively to challenge and extend the children's learning. We use child voice to exemplify this principle: Welcome me, Encourage me, Motivate me, Interest me, Inspire me.

#### **Learning and Development**

At Severnbanks we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected across the EYFS. We use child voice to exemplify this principle: Observe me, collaborate with me, validate me, inform me, challenge me, guide me, tell me, support me, celebrate me.

## **4. The Early Years Foundation Stage Framework**

Teaching in the EYFS setting at Severnbanks Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years



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Foundation Stage' (2025). The framework sets the standards that all early year providers must meet to ensure children learn and develop well and are kept healthy and safe.

There are seven Areas of Learning and Development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – Prime and Specific.

#### **4.1 The 'Prime' Areas of Learning and Development**

Communication and Language:

- Listening, attention and understanding
- Speaking

Physical Development:

- Gross motor skills
- Fine motor skills

Personal, Social and Emotional Development:

- Self-regulation
- Managing self
- Building relationships

#### **4.2 The 'Specific' Areas of Learning and Development**

Literacy:

- Comprehension
- Word reading
- Writing

Mathematics:

- Numbers
- Numerical patterns

Understanding the world:

- Past and present
- People, culture and communities
- The natural world
- Expressive Arts and Design:



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- Creating with materials
- Being imaginative and expressive

When forward planning, guided, deliberate teaching or engaging in child-initiated learning, due regard is given to the characteristics of effective teaching and learning, which describe how children learn.

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All staff support, nurture and develop these crucial behaviours that will enable children to develop a positive mindset towards learning, that lasts them a lifetime.

## 5. Learning and Development – The Curriculum

EYFS Leaders have planned a robust EYFS curriculum which meets the specific needs of all children. Our long-term curriculum plan outlines a developmentally appropriate sequence of learning that is consistent with the educational programmes set out in the EYFS statutory framework. By taking a holistic view of our children, families, and community, we have been able to plan a stimulating curriculum, underpinned by communication and language development, and rich in experiences that will broaden children's awareness and knowledge of the world around them, while expanding their understanding and attainment of skills across all areas of learning.

EYFS leaders have ensured the curriculum is developmentally appropriate, with our youngest learners focusing on the prime areas of learning through meaningful provision and focused adult led activities. Staff prioritise physical development with outside play, music and movement sessions and opportunities that include climbing, bike riding, fine motor and sensory activities. Careful consideration has been given to children's personal, social and emotion development, with planned deliberate teaching episodes throughout the year enabling children to focus on specific emotions discussing what this 'looks like' how they might feel and how emotions can be managed. Each term children are introduced to focus and supplementary texts chosen specifically to align with celebrations, seasons, world events, inclusion and diversity. Texts are used to build connections between all curriculum areas, helping children to make links and retain knowledge, skills and build confidence.

In line with the wider school children in Reception use 'Rocket phonics' to ensure a proficient start to reading and writing. 'Kapow, Jigsaw, GETSET4PE and RE discovery are used to support the development in specific areas of learning. Maths development is supported through the NCTEM mastering number programme.



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## 5.1 The Role of the Adult

OFSTED – September 2015:

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

As practitioners with a duty of care and responsibility we aim to:

- Respond to each child's diverse and unique, spiritual, social, emotional, physical, and cognitive learning.
- Remain aware of individual needs, development, and circumstance.
- Provide a continuity of learning across the Early Years.
- Promote consistently warm relationships with children in our care and their families.
- Provide a safe and secure environment in which they may happily play and learn.
- Develop their mental, social, environmental, physical, spiritual, and emotional wellbeing.
- Implement a curriculum that inspires, motivates, and develops children's understanding and learning through a range of approaches.
- Monitor progress throughout the Early Years Foundation Stage, while taking early action to identify areas of concern and provide necessary support.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Within teaching and learning, we aim to support young children:

- To recognise, follow and develop their interests.
- To be confident, independent, and ambitious.
- To form and maintain positive relationships.
- To work collaboratively.
- To work independently building resilience and perseverance.
- To take responsibility for themselves, each other and the environment.
- To question, challenge and solve problems creatively.
- To know their strengths and to have the confidence to take risks.
- To talk about their achievements and how they can make them better.



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- To know their ideas will be heard and respected and that they can make a difference.
- To develop and apply their early skills in the specific areas of phonics, reading, writing and mathematics.
- Actively observing children across a range of activities to find out more.
- Interacting and supporting children in whole class, small group work and 1:1 adult and child initiated activities.
- Engaging in high quality interactions using 'The shREC approach'
- Delivering planned adult led learning with the whole class/ small groups/ individual children.
- Encouraging, motivating, and supporting the children to develop specific skills, knowledge and understanding.
- Providing a safe and purposeful environment where the children are encouraged to take risks and solve problems both child-initiated, and adult led teaching and learning.
- Working 1:1 with children to address and support specific needs.

## 5.2 The Enabling Environment

We are proud of our inspiring and developmentally appropriate nursery and reception indoor and outdoor teaching and learning environments. Careful thought has been given on how to best provide continuous provision that supports each specific area of learning. Classrooms are carefully 'zoned' and both classes use a total communication approach to ensure children know how to access and use resources appropriately.

Both the nursery and the reception class have quieter areas of provision to ensure all children feel safe, secure and have access to a calming environment. Careful consideration has been given to 'Book Corners' where children can access familiar texts alongside new texts that are introduced each term.

Displays reflect the work of the children and are relevant to experiences the children have learnt about through books or first hand.

The outdoor area provides a space for children to engage in greater physical play with opportunities to build gross and fine motor skills that are essential for the development of movement including writing. Our established woodland area gives children the opportunity to engage with seasonal changes and use their senses to find out about the world around them.



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### 5.3 Assessment and Record Keeping

Assessment plays an important part in helping practitioners and school to recognise children's progress, understand needs, plan activities, and implement appropriate support. Children will complete the Reception Baseline assessment within the first term of starting school, and the nursery lead will make an initial assessment using Gloucestershire's Ready for Learning progress tracker for pre-school children.

Ongoing assessment is recorded by completing group or class assessment records that have specific assessment criteria related to the learning that is taking place. Practitioners will keep records of class and home reading and homework engagement. Summative assessments are used to inform teachers on progress made towards key learning objectives such as the number of sounds children know, or how well they are developing an effective pencil grip ready for writing.

The EYFS teachers will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the Prime Areas of Learning. A strategy of support will be agreed upon, and consideration will be taken as to whether the child may have SEND which requires additional support.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

At the end of Starlets key workers will make their final judgement on the progress of children in their pre-school year using the Ready for Learning (RFL) document. This is passed onto Reception class teachers along with a summative report during transition meetings. RFL data is submitted to the local authority and shared with parents.

## 6. Inclusion

### 6.1 Equal Opportunities

"The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported. Providers must follow their legal responsibilities under the Equality Act 2010 and must have arrangements in place to support children with SEN or disabilities."



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Statutory Framework for the EYFS 2025

It is the responsibility of all practitioners to ensure that all pupils irrespective of gender, ability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

We ensure this in various ways including:

- Valuing every child
- Treating each child as an individual
- Providing an environment which is free from stereotypical images
- Using resources that positively reflect diversity
- Using a wide range of teaching strategies, based on children's learning needs
- Planning for all children to achieve their full potential.
- Facilitating equal access to activities and tasks by adapting as necessary.
- Supporting children with special educational needs as appropriate:
  - providing additional support from adults
  - adopting activities or environments
  - using specialist aids and equipment
  - using multi-sensory materials and experiences
  - adapting
- Supporting children with English as an additional language as appropriate e.g.
  - valuing child's home language(s)
  - providing books, notices, recordings in child's home language(s)
  - providing a range of opportunities for child to engage in speaking and listening activities in English with peers and adults

We ensure that every child is included and supported. Our ethos is to ensure positive attitudes to diversity and difference so that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. For more information, please read our Equality & Diversity Policy. [www.sfat.uk/policies](http://www.sfat.uk/policies)

## 7. Safeguarding and Welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding and Child Protection Policy, and all members of staff in the EYFS are required to read this policy.



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The DSL is Mrs Natasha Bradley and Mrs J Challenger. The deputy DSL Mrs Shona Howell. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

## **8. Mobile Phones and Devices**

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.

### **8.1 Use of Personal Mobile Phones by Staff Members**

Staff members must not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored and in silent mode whilst children are present. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when children are present.

## **9. Health and Safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health. Any food or drink provided to children is healthy, balanced and nutritious.

We are part of the Big Brush club and both Starlets and reception adopt a regular toothbrushing routine. Colleagues from the Big Brush Club make regular visits to audit provision and ensure the routine meets health and hygiene standards.

Fresh drinking water is always available, along with milk for children up to the age of 5.

Practitioners will report any accident or injury involving a child to their parents/carers on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents/carers. Accidents and injuries will be recorded using the Meditracker app. All practitioners in the EYFS setting hold a paediatric first aid certificate.

Staff members will complete a daily risk assessment of the outdoor area, and a weekly risk assessment is completed of the 'Wonderful Wellies' area.



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Staff are vigilant to safer eating practices and a member of staff with a valid paediatric first aid certificate is always in the room while children are eating.

## 10. Staffing

The EYFS lead is a Qualified Teacher and the other EYFS staff hold a relevant TA qualification. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the [Statutory framework for the Early Years Foundation Stage](#).

### 10.1 Reception Classes

Class sizes will be limited to 30 pupils per schoolteacher. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

### 10.2 Starlets Nursery

To ensure our youngest learners get a 'flying start' to their nursery education. Children are assigned a key person on entry to Starlets. The role of the key work is vital in building a secure attachment and are instrumental in the home, school transition. Key workers will provide a point of contact for sharing information daily and informing parents on progress and development.

## 11. Parent/Carer Partnership

At Severnbanks Primary School, we feel that establishing a positive partnership with our parents/carers is vital. We value the parental role of "first educator" and seek to work with parents/carers for the good of each child in the following ways:

- We share Curriculum Planners to inform parents/carers of termly themes and contexts for future teaching and learning.
- We offer Curriculum Evenings to inform parents and carers about aspects of their child's education and how they can support them at home.
- Parents/carers are invited to 'Learning Together' sessions.
- Parents/carers are invited to contribute to their child's Online Learning Journey which is made available to them free of charge and via an app/website.
- The school prospectus is available on the school website and the class pages keep parents/carers up to date with in class learning and experiences.



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- We offer a personalised 'Induction session' – an informal event for parents to meet with key staff in the Nursery/Reception class and to share the school routines, expectations and philosophy. This is followed by a 'Taster session' for the child where they are invited for part of the Nursery session without their parent/carer.
- Individual parent and child consultation and Home Visit discussion prior to admission.
- Parents' Information Notices displayed at the gate/on classroom window as well as published on the website and on Tapestry.

## 12. Transition and Induction Arrangements

Induction and transition arrangements vary according to the needs of each individual cohort and for Nursery and Reception children.

### 12.1 Starting Starlets Nursery

- Visit to Nursery setting encouraged during the daytime – see the setting 'live.'
- Parents/Carers and child meet with Nursery Teacher to discuss routines, expectations and philosophy as well as the child's previous setting experience and specific needs. Discuss session times and allocation.
- Parents/Carers complete Admission paperwork.
- Class Teacher contacts parents/carers to invite child in for a taster session prior to their start date. Child attends taster session and parent/carer collect later (based on needs of the child)
- Confirm child's start date and session times.
- Parents/Carers given permission form for Forest School, 'This is Me' child and parent voice paperwork, Funding form and Tapestry contract to complete and return.
- Where a child attends another setting, class teacher contacts the key worker and arranges a transition visit/document handover.
- Class Teacher speaks to parent/carer at end of first session and beyond to inform how child is settling in.
- Hours increase/build up to meet the need of the child.

### 12.2 Starting Reception Class

Prior to September:



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- In term 6 all parents/carers are invited to attend a 'New Parents' meeting where key members of staff share information about the Early Years Foundation Stage, starting school and the pastoral facilities available within the school.
- Home Visits are conducted throughout term 6 by the Pastoral Support Worker and the EYFS Reception Class teacher.
- Practitioners visit feeder pre-schools to introduce themselves and make relationships with children who will be starting school in September.
- In term 6 pre-school pupils attend transition sessions, in order to meet practitioners and to become familiar with their learning environment.
- Practitioners visit feeder pre-schools to look at Transition Records and meet with the Key Worker.

Children who attend Starlets Nursery have regular access to the Reception classrooms and contact with the Reception staff, as well as being familiar with the wider school environment and community as part of their daily routines. This in turn promotes effective transition, reassuring parents/carers and children about starting school.

## 13. Admissions

### 13.1 Starlets Nursery Admissions

- Children can start Starlets Nursery on their 3<sup>rd</sup> birthday
- All parents/carers can claim funding for 15 hours.
- Some parents/carers may be eligible for the 30-hour funding which can be used solely at Starlets Nursery or shared with another setting, from this time.

### 13.2 Reception Class Admissions

Arrangements vary from year to year according to the needs of the cohort, the number of feeder pre-school settings and the staffing for each academic year.

Typically, children are admitted:

Week One Children attend 8:45am to 12:00pm

Week Two Children attend 8:45am to 1:30pm (stay for lunch)

Week Three onwards Children attend full days 8:45am to 3:15pm

We respect the individuality of our pupils and their needs when starting school. We also acknowledge that many of them have been in full time/long day childcare for their pre-school year and before.



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We recognise that some pupils have particular needs and can find the start of school extremely tiring. We do strive to enable all children to attend full time from week 3 onwards however, we will personalise induction to the needs of the child by close consultation between home and school. Our admission number is 30; when classes are split, they are done so by the child's age / birth date. Please see separate Admissions Policy for more details.

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**This policy is available on the school website: [Severnbanks Primary School - Policies](#)**

*Paper copies are available on request from the School Office*

*Appendices overleaf*



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## Appendix 1

### List of Statutory policies and procedures for the EYFS

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 conditions 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 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