

POLICIES & PROCEDURES 2025-26

EARLY YEARS PRACTICE

October 2025

EARLY YEARS PRACTICE POLICIES 2025-26

Contents

Section	Detail	EYA Policy Ref	Page number
1	Early Years Practice Policy	09	3
2	Waiting list and admissions	09.1	5
3	Admissions Procedure (Little School document)	N/A	8
4	About our childcare and early education	09.1a	11
5	Childcare and early education registration form	09.1c	26
6	Childcare and early education terms and conditions	09.1d	42
7	Attendance and absence	09.2	51
8	Prime times – the role of the Key Person	09.3	53
9	Prime times – Settling in and transitions	09.4	55
10	Establishing children's starting points	09.5	61
11	Prime times – arrivals and departures	09.6	62
12	Prime times – Snack times and mealtimes	09.8	64
13	Prime times – Intimate care and nappy changing	09.9	66
14	Prime times – Sleep and rest time	09.10	69
15	Promoting positive behaviour	09.12	70

16	Identification, assessment and support for children with SEND	09.13	78
17	Prime times – Transition to school	09.14	86
18	Progress check at age two	09.15	88
FORM	Child Protection Expression of Concern		90
FORM	Application form		
FORM	Child Profile (Gruffalo form)		
FORM	Individual Education Plan (IEP)		

1. Early Years Practice policy

EYA Policy Template Reference: 09

Aim

Children are safe, happy, and eager to participate and to learn.

Objectives

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent/carer is carried out before children start.
- *Prime times* of the day make the very best of routine opportunities to promote ‘tuning-in’ to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance’s approach to learning based on three key statements.
 1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 2. We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
 3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
 - give children opportunities to use all their senses

- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

The EYFS is used as a framework to provide care and learning for babies and children under two years.

Older Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model referred to in **Prime times – Settling in and transitions (Section 9)** is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.

- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in **Waiting list and admissions procedure**.

Funded places – funded entitlement

All 3- and 4-year-olds in England are entitled to 15 hours funded childcare and early education each week for 38 weeks of the year. Some eligible two year olds are also entitled. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE 2014)

Equality Act 2010

Childcare Act 2006

2. Waiting list and admissions

EYA Policy Template Reference: 09.1

We aim to ensure that all sections of the community receive accessible information, and that our admissions procedures are fair, clear and open to all parents who apply for a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible, using plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may take into account the following:
 - the age of the child with priority being given to children eligible for the funded entitlement
 - length of time on the waiting list
 - the vicinity of the home to the setting

- siblings already attending the setting
- the capacity of the setting to meet the individual needs of the child
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE) and any local conditions in place at the time,
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- The needs and individual circumstances of children joining the setting are monitored, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- **Promoting Inclusion, Equality & Valuing Diversity** policies are shared and widely promoted to all.
- Places are provided in accordance with **Childcare and early education terms and conditions** issued to every parent via Family when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

Admissions

- Once an early education and childcare place has been offered the relevant paperwork is completed by the Business Manager before the child starts and information recorded on the child's personal file on Family. Forms completed include:
 - **Privacy Notice (see Record Keeping Policy)** – is incorporated into the Parent Welcome Booklet and explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
 - **Childcare and Early education and terms and conditions** - govern the basis by which we provide early education and childcare.
 - **Early education and childcare registration form** – a physical form is not used, however Longparish Little School gathers the information contained within this form

from a child's application form, at induction, and through parent updates on Famly. The Famly database stores personal information about the child and family that must be completed in full prior to the child commencing, and kept updated.

Children with SEND

- The SENCO must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding will be made as soon as possible.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the SENCO must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the manager/SENCO must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents/carers that a child who is starting at the setting is currently, or has had involvement with social care, the designated safeguarding lead will contact the agency to seek further clarification.

Parents/carers are advised on how to access the setting's policies and procedures.

Further guidance

Early Years Entitlements: September 2024 early education and childcare entitlements expansion – Local authority system guidance [September 2024 early education and childcare entitlements expansion](#)

3. Admissions Procedure (Longparish Little School document)

To be read in conjunction with Early Years Practice Policy – 2. Waiting List & Admissions

About Longparish Little School

Longparish Little School is a term-time only preschool setting following the Hampshire County Council school terms and holiday dates which can be found here:
www.hants.gov.uk/educationandlearning/schoolholidays

We accept children from **30 months old** (two years six months) up to eligible primary school entry age, and we enrol new children throughout the school year as long as we have spaces to do so.

Sessions

We are open Monday to Friday 8.30am to 3.15pm, as follows:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:30 or 09:00 to 12:00				
Lunch 12:00 to 12:45				
12:45 to 15:15				

In Autumn term, we aim to have a maximum of 20 children in each session with no more than four children under the age of three in any one session. At the discretion of the preschool, we can enrol up to 24 children per session, but will only do so if we have sufficient staff, and existing children and any SEN children are settled and well supported.

Your child can attend:

- **Morning**, with a start time of either 8.30am* or 9.00am, and a finish time of 12.00 noon;
- **Morning and lunch**, with a start time of either 8.30am or 9.00am, and a finish time of 12.45pm;
- **Afternoon**, with a start time of 12.45pm and a finish time of 3.15pm;
- **Lunch and afternoon**, with a start time of 12.00 noon, and a finish time of 3.15pm**;
- **All day**;
- Or any combination of the above

**8.30am starts are limited to 12 per morning session due to the availability of staff*

***Sessions starting at 12 noon are only available to settled children who confidently attend afternoon sessions and are looking to extend their hours*

Funded children over the age of three must attend a minimum of three sessions per week. A morning or afternoon counts as one session each, therefore a full day is two sessions.

Changing your child's sessions once registered

We try to be as flexible as possible, and if you need to change the sessions your child is registered to attend, please contact us. So long as we have space available in the sessions that you need, we will try and accommodate your request.

We also have a waiting list for each day in case a session that you need is not available when you ask for it. As soon as a session becomes available, it is offered to the next family on the waiting list.

Availability

Longparish Little School is an extremely popular preschool, and the availability of spaces varies greatly from term to term, with the most spaces generally available in Autumn term (September to Christmas). It is likely that a child starting in Autumn term will be offered the sessions of their choice, if their application is returned early enough. The closer it gets to the start of term, the less sessions will be available.

If you have requested a start date in Spring term (January to Easter) or Summer term (after Easter break to July), please bear in mind that we will have fewer sessions available.

Existing children tend to pick up more hours each day as they move through the school year. You may therefore be offered alternative sessions to the ones you have requested. It may even be necessary for us to postpone the start date you have requested. We will let you know as soon as possible if this is likely to be the case, so that you can review your options.

How to apply for a place

- 1. Visit Longparish Little School to see if you think it is a suitable setting for your child.**

Contact Little School to arrange an appointment to visit the setting with your child. Telephone 01264 720455 to arrange a suitable date and time for your appointment.

If you have any questions, please call Sally on 01264 720455 or email

admin@longparshlittleschool.org.uk

There is also lots of information on our website www.longparshlittleschool.org.uk

- 2. Complete the application form and remit the administration fee.**

If you wish to apply for a place, complete the application form and pay the administration fee of £25.00*. Completed forms can be returned directly to Longparish Little School, or can be sent electronically to admin@longparshlittleschool.org.uk.

**The admin fee is non-refundable unless we are unable to offer you a placement, in which case, we will reimburse you.*

You will receive an email from the Administrator to confirm that your application and fee have been safely received.

It is helpful to receive your application form as early as possible, however we cannot confirm or reserve a place for your child more than half a term in advance.

Processing your application

After acknowledging receipt of your completed application form and admin fee, your child's details are added to the registration list for the term containing the start date you have specified on your application form.

Applications are placed on the lists in the date order they are received, with priority given to local children (Longparish, Forton, Hurstbourne Priors), followed by siblings of existing children, and then others in date order. For Autumn term start dates, priority places are assigned to applications received by 31st January. Applications received from 1st February, will be added in date order they are received, and places allocated on this basis.

At least one half-term in advance of your start date, we will contact you to discuss available sessions and agree a start date for your child. This will be confirmed in writing in our **Enrolment Confirmation letter** and information pack.

Enrolment Confirmation, Deposit and Reply Slip

You will receive an **Enrolment Confirmation letter** confirming your child's agreed sessions and start date. The letter will contain a reply slip, and you will be invoiced for a deposit payment of £100. This is to confirm your commitment to proceed with your child's enrolment. ***When you return your reply slip and pay your deposit, your child's place is reserved, and will no longer be available to any other child. Acknowledgement of receipt of your deposit will be sent to you via Family, the preschool database.*** The deposit will be credited to your account and will be offset against your invoices once your child starts. If you are a low-income family, please return your reply slip marking the relevant box on the form. A deposit will not be expected.

Please read the Enrolment Confirmation letter carefully to ensure that the session details and start date are correct, and contact admin@longparishlittleschool.org.uk (Tel 01264 720455) if there are any discrepancies.

The Enrolment Confirmation letter contains important instructions of things you must do and documents and information you must provide before your child starts. These include booking a **Taster session and Induction** for your child, and updating your child's profile and permissions on Family.

Bringing forward your child's start date

So long as your child is at least 30 months old on your preferred start date, we will try and accommodate any requests to bring forward your child's start date if we have the availability in our sessions to do so.

Deferral of start date

Within reason, we can postpone your child's start date for up to a month, however we regret that we cannot postpone for any longer than this without cancelling the placement offered, and moving your child to the registration list for the term containing the new start date you have requested. This effectively means that the sessions previously offered to you will become available to other children needing a closer start date. We will contact you again in the half-term before your child's deferred start date to discuss availability of sessions and agree a new start date at that point. Sessions that your child was offered on your original start date may no longer be available on the new start date.

Cancelling your child's placement

Your deposit will be refunded as long as we receive at least 6 weeks' notice of your wish to cancel your child's enrolment. This does not include any school holiday periods, so the cancellation of a placement starting in September must be made by the half-term break in

Summer term, for example. Cancellations must be notified in writing to:
admin@longparishlittleschool.org.uk

4. About our childcare and early education

EYA Policy Template Reference: 09.1a

Welcome to Longparish Little School and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of education and care to help them to achieve their best.

This document aims to provide you with an introduction to Longparish Little School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our **Childcare and Early Education Terms and Conditions** for a full description of our services.

Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents/Carers

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;

- has a named key person who makes sure each child makes satisfying progress and is your link to our setting;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- is in a setting that sees parents/carers as partners in helping each child to learn and develop;
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage*:

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.

- *Learning and Development*

Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

How we provide for learning and development

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents/carers, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement/learning journeys

We use Family to keep a record of achievement/learning journey for each child. Your child's record of achievement/learning journey helps us to celebrate together their achievements

and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Claire Nash Level 4	Early Years Manager Key Person Designated Safeguarding Lead	NVQ Level 4 Children's Care, Learning & Development Level 3 Award First Line Management Designated Safeguarding Safeguarding for All Safer Recruitment Fire Marshal Paediatric First Aid Level 2 Health & Safety

		Food Safety Level 2
Kristy Lambert Level 6	Deputy Early Years Manager Key Person SEN Co-ordinator Designated Safeguarding Lead	Bachelor of Arts Childhood Studies Foundation Degree Childhood Studies Level 3 Award in Supporting Children & Young People's Speech, Language & Development Designated Safeguarding Safeguarding for All Paediatric First Aid COSHH Assessor Fire Marshal Health & Safety Level 2 Food Safety Level 2
Sylvia Condon Level 3	Key Person Forest School Practitioner	Level 3 Diploma for the Children & Young People's Workforce (Early Learning & Childcare) Advanced Skills for Forest School Practitioners Safeguarding for All Paediatric First Aid (including Forest School specific) Health & Safety Level 2 Food Safety Level 2

Renee Western Level 3	Key Person	NCFE Cache Level 3 Diploma for the Children & Young People's Workforce Safeguarding for All Paediatric First Aid Health & Safety Level 2 Food Safety Level 2
Hayley Dawe Level 2	Key Person	Level 2 Diploma for the Early Years Practitioner Safeguarding for All Paediatric First Aid Food Safety Level 2
Sheena Ippolito	Key Person	Safeguarding for All Paediatric First Aid Food Safety Level 2
Allison Morris	Key Person	Safeguarding for All Food Safety Level 2

We are open for 38 weeks each year.

We are closed During Hampshire County Council's school holidays

We are open for 5 (Monday to Friday) days each week

The times we are open are 8.30am to 3.15pm

We provide care and education for young children between the ages of:

30 months and 5 years.

How parents/carers take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

Joining in

Occasionally we may ask parents/carers to participate in a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Parents/carers can also offer to take part in a session by sharing their own interests and skills with the children. We welcome parents/carers to drop into the setting to see it at work or to speak with the staff.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, through publications produced by early years specialists. Occasionally, we hold learning events for parents/carers.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that they are a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

Longparish Little School Ethos

At Little School, we believe that children learn best when given numerous opportunities to play. Their learning deepens significantly when they are engaged and excited about their experiences. Our approach focuses on child-initiated learning, allowing children to take charge of their own play. Adults participate sensitively alongside them, offering ideas, language, and open-ended questions to enrich their play and enhance learning.

Child-initiated learning and play-based approaches are vital for nurturing creativity, independence, and critical thinking in young learners. When children lead their own learning experiences, they cultivate problem-solving abilities, confidence, and curiosity, laying the groundwork for lifelong learning. Play-based learning allows them to explore concepts in a natural and engaging manner, making the educational process both meaningful and enjoyable. This method also fosters communication and collaboration skills, preparing them to face future academic and real-world challenges. By placing child-led play at the heart of our philosophy, we create a nurturing environment where children can flourish while acquiring essential skills in an organic and enjoyable way.

A Typical Day

- Our day begins with Self-registration, where each child adds their photo to our five-frame board, helping the children to recognise the number of children present and those yet to arrive.

- The children then have access to all our play areas, both indoors and outdoors, allowing them to choose their preferred activities. We provide a variety of carefully considered resources emphasising real objects, loose parts, nature, process art, and items that support their physical development.
- Each morning, we host a snack bar for about an hour, where children can choose when to join. We again utilise five frames to indicate the number of children involved at the snack table and the portion of food they can take. We encourage independence by having children serve their own snacks and pour their own drinks.
- Towards the end of the morning, children tidy up by returning items to their designated places. This is followed by group time, where we share stories or songs.
- Lunchtime provides a wonderful social experience, with adults joining each table to enjoy a packed or cooked meal. We place special emphasis on discussing healthy food choices while providing ample opportunities for engaging conversations and positive interactions.
- After lunch, children have more time for play in the afternoon.
- At the end of the afternoon, children again tidy up before gathering for group time to share more books or songs.
- Finally, children are collected by their grown-ups.

On Wednesday and Thursday mornings, we have Forest School:

- Children begin by using the toilets and changing into their Forest School clothing and wellington boots.
- At 10am, we walk to our Forest School area, and we use this time to collect any litter we may find along the way to improve our environment.
- When we arrive at Forest School, we sit in a circle on log seats to discuss the Forest School rules and outline the day's activities.
- At 11am, we gather for a group snack time – sometimes this involves cooking food over the campfire.
- Towards the end of the session, we put things back where they belong and then sit together for a group listening activity. During this quiet time, we will focus on the sounds we can hear in our environment.
- We will return to Little School in time for lunch.

During our time at Forest School, an activity led by our Forest School leader may include using tools, cooking over a fire, or creating nature-based crafts. Additionally, there are ample opportunities for free play, allowing children to explore books, paint, draw, engage in small world play, and build. They can also climb trees, swing on the rope swing or nest swing, balance on slacklines, relax in hammocks, hunt for bugs, dig in the mud, and splash in puddles.

On Friday mornings, we hold our Physical Play session in the school hall

- Physical Play is a group activity allowing children to engage in diverse physical exercises that help develop agility, core strength, flexibility, coordination, balance, turn-taking, and social skills. This takes place in the school hall.

Alongside our daily play, we offer these additional activities for children to participate in:

Write Dance - This movement-based programme helps children develop early writing skills through music, rhythm, and physical activities that enhance motor coordination, creativity, and confidence.

River Look Out and Wooden Climbing Equipment - We have scheduled use of this equipment on the school site, enabling children to observe the river and climb on the wooden structures, fostering safe risk-taking and large physical skill development.

Woodwork - In small, supervised groups, children can use real saws, hammers, nails, screws, and drills to create unique projects with wood and loose parts.

Music Sessions - In small groups within the school hall, children participate in musical activities that promote listening skills, rhythm understanding, and exploration of various instruments.

Process art & pottery - We provide a variety of different process art experiences for the children to engage in using a variety of fun and engaging items and materials to create their own masterpieces.

Baking - We frequently bake together, linking the ingredients to their origins, discussing hygiene, and incorporating mathematical concepts and the physical skills necessary for stirring, whisking, and kneading.

Robins Play Time and Gardening Club - We visit Robins (the reception class at Longparish School) to enjoy their outdoor space and reconnect with friends from the

previous year. In spring and summer, this time may also include gardening club, where we grow seeds and plants for our shared fruit and vegetable garden.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance and we will plan accordingly.

Clothing

Please dress your child in clothing that you don't mind getting wet/messy. Messy and sensory play is a major part of our Little School ethos. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them to do this – jogging bottoms or leggings with elasticated waists, and shoes with Velcro fastenings. Please ensure that your child has at least one complete change of clothes including socks and underwear in their green bag. Waterproofs and wellington boots are needed for Forest School (and wellies are also needed for outdoor water play and walks). Warm coats, gloves, and hat for winter months, and a sun hat for the summer. Please name items of clothing.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available on the website and printed copies at Little School.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and their parents.

Our staff and committee work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community. We welcome comments and feedback from parents/carers about any aspect of our policies and procedures.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family)
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date
5. kept in a form that permits identification of data subjects (you and your family) for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents/carers ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is

Kristy Lambert

The management of our setting

Our setting is a Charitable Incorporated Organisation (CIO) and as such is managed by a self-appointed volunteer management committee. The committee make up the registered person with Ofsted and is responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

Fees

The fees for 2025-26 are as follows:

Fees for Non-funded hours

Non-funded hours attended (all age groups)	£8.00 per hour
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***Enrichment contribution**

£1.00 per funded hour attended

Cooked lunches

Price per day	£3.96
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Activities

Physical Play sessions	£1.00 (Friday am)
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Forest School	£3.50 per session (charged only to children registered to attend on Wednesday am, Thursday am, or both)
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Trips and visits	individually priced
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Uniform (optional)

Jumper	£14.00
--------	--------

T-shirt	£10.00
---------	--------

Draw-string bag	FREE for first item, thereafter £6 each (no change)
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***Enrichment Contribution**

The bulk of our income comes from Hampshire County Council termly grants, which are intended to cover all the basic costs of running a preschool – staff pay, pensions, NI, statutory training, insurance, rent and utilities, a limited number of toys and books, some consumables such as food, cleaning materials, stationery, and some craft materials.

The **Enrichment Contribution** allows us to go above and beyond basic provision, but it is, and always has been, a voluntary contribution. The **Enrichment Contribution** allows us to pay for Family, allows staff to attend other relevant training, funds our apprentice, provides unrestricted arts and crafts materials and other learning resources, provides consumables for woodworking, pays for gardening supplies, eggs to hatch, and caterpillars for life-cycle studies, worms for the wormery, subsidises sports sessions, sessions from Merry-Go-Round, Christmas gifts, staff uniforms, additional IT equipment, re-decoration of the setting, additional furniture and equipment – these are all nice to have, but would not be within our budget if we relied solely on funding. We believe that this additional income is vital to keep up the standards of care and provision that our children and their families are used to, and to look after our staff and foster in them an aptitude for CPD.

Invoices are issued monthly on 30th in advance, and fees are payable within 14 days of receipt of the invoice. Fees must still be paid if children are absent without notice for a brief period. If your child has to be absent over an extended period of time, talk to Claire Nash who is the Early Years Manager or our Business Manager, Sally Lawman.

For your child to keep their place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policies on the role of the key person and Settling-in are contained within this policy document at sections 8 and 9 respectively.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

5. Childcare and early education registration form

EYA Policy Template Reference: 09.1c

PLEASE NOTE:

Longparish Little School gathers the information contained in this form from:

- **Application form**
- **Induction of the child**
- **Parent updates on Family (our online database)**

We do not routinely use this registration form template, but it is contained within our Policies and Procedures so that staff and parents/carers are aware of the information gathered by Longparish Little School.

It is helpful for expected key persons or setting managers to complete this form with the parent(s) when the child starts at the setting.

Longparish Little School's Childcare and early education registration form

Child's details

Child's first

name(s)

Surname

Name known by

Child's full

address

Gender

Date of

birth

Birth certificate seen and copy made Yes

No

Family details

Who does the child live

with?

Contact details 1 (including emergency information):

Parent/carer full

name

Relationship to child

Daytime/work _____
telephone _____ Mobile _____
Email _____
Home address _____
Work address _____

Does this parent have parental responsibility for the child? Yes No

Parent NI number _____ (for funding purposes only)

Contact details 2 (including emergency information):

Parent/carer full
name _____
Relationship to child _____
Daytime/work _____
telephone _____ Mobile _____
Email _____
Home address _____
Work address _____

Does this parent have parental responsibility for the child? Yes No

Parent NI number _____ (for funding purposes only)

Contact details 3 (including emergency information):

Parent/carer full
name _____
Relationship to child _____
Daytime/work _____
telephone _____ Mobile _____

Email

Home address

Work address

Does this parent have parental responsibility for the child? Yes No

Parent NI number

(for funding purposes only)

Other person(s) with legal contact *To be completed where those persons with parental responsibility are separated and/or an S8 Order is in place.*

Name

Address

Contact telephone

numbers

Relationship to

child

Please give details of the legal contact arrangements that we need to be aware of

Ethnicity data *gathered for monitoring purposes only. Parents are not obliged to give this information.*

Ethnic origin is classified as special category of data under data protection legislation and we require your consent in order to process and store this information. The Privacy policy explains how the data provided in this form will be processed and explains your rights with respect to the information given.

Privacy Notice

I confirm that I have received a copy of the Privacy Notice and give my consent to the processing of special category data.

Signed

Date

White British

Pakistani

White Irish	<input type="checkbox"/>	Indian	<input type="checkbox"/>
White other	<input type="checkbox"/>	Asian other	<input type="checkbox"/>
Black British	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Black African	<input type="checkbox"/>	Chinese other	<input type="checkbox"/>
		White and Black	
Black Caribbean	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>
Black Other	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>	White and Black Asian	<input type="checkbox"/>
Other please state			

Collection permission authorisation (other than parents) *Please note that if the authorised person is not the person indicated on the daily signing in/out sheet, we will check before releasing the child. Only those over the age of 16 years can be named as authorised persons.*

Authorised Person 1 (parent/carer) – Name

Relationship to child

Full
address

Daytime/work
telephone

Home
telephone

Mobile

Authorised person 2 (other family member)

– Name

Relationship to child

Full

address

Daytime/work

telephone

Home

telephone

Mobile

**Authorised person 3 (other family
member)- Name**

Relationship to child

Full

address

Daytime/work

telephone

Home

telephone

Mobile

**Password for the collection of child by authorised
persons**

No Access – Name

Full address

Relationship to the child

Reason: e.g. court order or other?

Evidence seen Yes No

Copy provided Yes No

Emergency contact details for three named contacts – if parents are not available

*Only those over the age of 16 years can be named as emergency contacts. Please ensure
emergency contacts are local and their consent has been given.*

Contact 1 –

Name

Relationship to
child

Address

Daytime/work
telephone

Home

telephone

Mobile

Contact 2 –

Name

Relationship to
child

Address

Daytime/work
telephone

Home

telephone

Mobile

Contact 3 –

Name

Relationship to
child

Address

Daytime/work
telephone

Home
telephone

Mobile

Emergency treatment declaration

In the event of an accident or emergency involving my child I understand that every effort will be made to contact me and emergency services will be called as necessary. I understand that my child may be taken hospital accompanied by the manager or authorised deputy for emergency treatment. I understand that health professionals will be responsible for decisions about medical treatment in my absence.

Signed

Date

Name

For inhalers/auto-injectors (e.g. Epipens) only

I give permission for a named member of staff who has been trained to administer the inhaler/Epipen or

Anapen (supplied by
me) to

(name of child).

Signed

Date

Printed name

Medical details

Has your child received the following immunisations, this enables us to effectively manage any special education, health or medical needs of your child (please confirm and date);

Two months 5-in-1 (DTaP/IPV/Hib) vaccine – diphtheria, Yes No Date
tetanus, :
whooping cough (pertussis), polio and
Haemophilus
influenzae type b (known as Hib);
Pneumococcal (PCV)

	vaccine; Rotavirus vaccine; Men B vaccine			
Three months	5-in-1 (DTaP/IPV/Hib) vaccine, second dose; Men C vaccine; Rotavirus vaccine, second dose	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date : _____
Four months	5-in-1 (DTaP/IPV/Hib) vaccine, third dose; Pneumococcal (PCV) vaccine, second dose; Men B vaccine second dose	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date : _____
12 to 13 months	Hib/Men C booster, given as a single jab containing meningitis C (second dose) and Hib (fourth dose); Measles, mumps and rubella (MMR) vaccine, given as a single jab; Pneumococcal (PCV) vaccine, third dose; Men B vaccine third dose	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date : _____
Eligible pediatric age groups	Children's flu vaccine (annual)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date : _____
Three years and four months to five years	Measles, mumps and rubella (MMR) vaccine, second dose; 4-in-1 (DTaP/IPV) pre-school booster, diphtheria, tetanus, whooping cough (pertussis) and polio	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Date : _____

For internal use: Has the child's health record book been seen to confirm immunisation dates? Yes No

Health and development

Did your child spend any time in neonatal unit following birth?

Special notes:

Was your child born prematurely, if so how many weeks early?

Special notes:

Does your child have any on-going medical conditions? If so, please specify:

If yes, please specify which external agencies are involved e.g. paediatrician, consultant, dietitian, speech and language therapist, etc:

Does your child require a health care plan? Yes No

Special notes

If yes, complete health care plan with parents.

Does your child have care or mobility needs that may mean they are eligible for, or are in receipt of Disability Living Allowance? Yes No

Special notes:

Do you have any concerns about your child's learning and development? Yes No

If yes, special
notes:

Is your child known to have any allergies or food intolerances? If so, please specify:

Special notes:

A risk assessment is completed and kept on the child's file for any known allergies or food intolerance as mentioned above.

What are your child's dietary requirements? Please specify:

Is our usual practice to provide both a meat and vegetarian option. If this is not in keeping with your child's dietary requirements please discuss this with the setting manager to ensure that we are working in partnership with you to meet your child's needs. Please refer to our nutrition procedures.

Details of professionals involved with your child

GP

Name _____ Telephone _____

Address _____

Health Visitor (if applicable)

Name _____ Telephone _____

Address _____

Social Care Worker (if applicable)

Name _____ Telephone _____

Special
notes _____

Dentist (if applicable)

Name _____ Telephone _____

Address _____

Any other professional who has regular contact with the child

Name _____ Role _____

Agency _____ Telephone _____

Address _____

Two year old progress check/Integrated health check

As per the requirements of the Early Years Foundation Stage we will complete a progress check on your child between the ages of 24-36 months. We will ask you to be involved in completing the check and to share it with your child's health visitor. Please note that where a local authority has arrangements in place we complete an integrated check with you and your child's health visitor.

If your child is aged between 24-36 months, has a two year old progress check already been completed for your child? Yes No

Setting completing
check

Date
completed

Parental permissions

E:safety (staff and children)

There are procedures in place that govern the use of IT equipment on site. Where ipads or similar are used by staff to record children's learning and development or as a management tool, a risk assessment is completed and only equipment owned by the setting is used.

Visitors to the setting using IT equipment, such as Ofsted or Social Care, are advised of the procedure for its use and must seek prior permission from the setting manager.

In some instances, children will use ICT equipment to promote their learning and development under the supervision of staff. Children do not normally have access to the internet and never have unsupervised access to the internet.

I give permission for my child to use ICT equipment for the purposes stated above. I understand that there are procedures and risk assessment in place to govern its use and that staff and visitors may also use ICT equipment to record and monitor children's learning and development.

Signed

Date

Teething gel (babies)

I give permission for staff to administer teething gel (supplied by me) to my child when required in accordance with the manufacturer's instructions and to record and inform me of when it was administered. (*Medication Administration Record*)

Name of child:

Signed

Date

Nappy cream

I give permission for non-medicated nappy cream (supplied by me) to be administered to my child when required in accordance with manufacturer's instructions. If medicated nappy cream is supplied by me, I give permission for it to be applied as above and to record its use and inform me of when it was administered. (*Medication Administration Record*)

Name of child:

Signed

Date

Paracetemol or Ibuprofen based medicine (e.g. Calpol or Nurofen for babies under two years old only)

I give permission for staff to administer paracetamol or ibuprofen based products to my child in the case of a raised temperature and on the understanding that I will be making arrangements for my child to be collected as soon as possible in accordance with the setting's policies and procedures./

Name of child:

Signed

Date

Suncream

I give permission for staff to administer hypoallergenic sun screen (supplied by me) to

(name of child) when necessary and to record its use.

Signed

Date

Short trip - general outings

I give permission for my child to take part in short trips or general outings. I understand that individual risk assessments are carried out for each type of trip or outing and are available for me to see as required.

Name of child:

Signed

Date

Photographs and videos

To record aspects of our curriculum and for children's individual development records, staff often take photographs or videos of children during their play. Only equipment supplied by us is used for this purpose and images taken are for display and for your child's learning records. We may be able to supply duplicates if requested although this might incur a small charge to cover our costs. Images are saved and stored on our equipment securely, and only kept for the period your child is with us. If we wish to use any images of your child for publicity or marketing purposes, we will seek your written consent for each image we wish to use.

I give permission for my child to be photographed/recorded as per the conditions above.

Name of child:

Signed

Date

Animals

We may occasionally have supervised visits of animals to our setting or have pets on site. We will ensure that our pets are healthy and are inoculated as appropriate and that animals showing any signs of disease are treated. Risk assessments will be carried out for visiting animals and will be made available to parents on request. Please state here any known allergies or aversion your child has to animals

Name of child:

Signed

Date

Key persons

Your child will have a key person assigned to them. It is the key person's responsibility to ensure your child receives the best possible care and attention and to ensure that their records are kept up to date whilst they are with us. Your child's key person may change as they progress through the setting, but you will be notified of these changes in advance. The

key person should be the first point of contact for anything you wish to discuss about your child.

Your child's key person is:

Your child's back up key person is:

About your child

The following information will tell us a little more about your child.

Does your child have previous experience of attending an early years setting? If so, please give details:

Does your child have difficulty with walking, talking or socialising? If so, please give details:

Is your child disabled? Yes No

Does your child require a care plan? Yes No

What languages does your child speak at home?

What religion does your family follow (if applicable)?

How would you describe your family's cultural background?

Are there any religious or cultural festivals that your child takes part in?

What is your child's usual sleep pattern?

Does your child have a feeding routine (for children under 2 years)?	Yes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	N
Does your child have any food preferences?	Yes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	N
Does your child have a pacifier i.e. dummy or thumb?	Yes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	N
Does your child have a special toy or object they might bring with them?	Yes	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>	N
What sort of things does your child enjoy doing at home, i.e. drawing or cooking?					

Is there any other background information about your child that may be useful for us to know? For example, how do they prefer to be comforted when they are upset?

Transfer of records

With your consent we will transfer your child's records to the receiving school when they leave our setting. This will enable the school to continue to effectively manage any special education, health or medical needs, and to continue with their development.

I agree for my child's records to be transferred to their receiving school

Name of child:

Signed

Date

Further information

I confirm that information about the setting's policies and procedures has been made available and explained to me, and I understand I can find more information as to how my personal data is handled through the Privacy policy.

For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign this form on your behalf. The agreement would therefore be between the setting, you, and the guarantor.

Please sign below to indicate that the information on this form is accurate and that you will notify us of any changes as they arise.

Parent's name:

Signed

Date

Guarantor's name (if app)

Signed

Date

Relationship to the child

Daytime/work telephone

Mobile

Email

Home address

Key person's name:

Signed

Date

Setting manager's name:

Signed

Date

Please note that the information on this form is stored and maintained confidentially at all times.

6. Childcare and early education terms and conditions

EYA Policy Template Reference: 09.1d

Longparish Little School Terms and Conditions

Longparish Little School does not routinely issue a hard copy of this form to parents for signing. Parents agree to the Terms and Conditions via the "Permissions" section of their child's Family profile.

This document and the terms and conditions within it govern the basis on which Longparish Little School (referred to here as 'we' / 'our' / 'us' agree to provide childcare and early education services to parent(s)/guardian(s) (referred to as 'you').

Only a parent/guardian with parental responsibility for a child can register that child for a childcare and early education place with us. We will ask to see your child's birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

Our details:

Longparish Little School (Charitable Incorporated Organisation)

Charity registration number (CIO): 1205876

Longparish Little School

Longparish

Andover

Hampshire SP11 6PB

Telephone: 01264 720455

Email: admin@longparishlittleschool.org.uk

Ofsted URN: 2811094

Insured by: RSA via The Early Years Alliance

Insurance policy number: RTT209838

Your details:

Longparish Little School has collected the personal details of the child, and of one or both parents responsible for this child via the application form, and digitally through Family, our setting's interactive database. These details include name(s), address(es), telephone number(s), and email address(es).

Parents/carers are responsible for ensuring that this data is kept up-to-date.

Our offer for a childcare and early education place for your child:

*You have been offered a placement for your child as detailed in the **Enrolment Confirmation letter** sent to you via email, and stored electronically on your child's Family profile (visible to parents).*

The Enrolment Confirmation letter confirms:

- *Expected start date of child's place*
- *Agreed times of attendance*

If any of the details on the Enrolment Confirmation letter are incorrect, please advise us as soon as possible.

Term dates:

Longparish Little School operates term time only following the term dates as set out in Hampshire County Council's School Terms and Holidays calendar. In addition, Longparish Little School may be closed for up to 5 additional dates per academic year for staff training and other purposes. Parents/carers will be notified of additional closure days. We are not open on Bank Holidays. For funding purposes, this is referred to as the "Standard" offer.

Deposit:

You have been asked to pay a deposit* to confirm your child's placement. This payment has been credited to your child's fees account, and will be offset against your invoices once your child has started attending. Deposits will only be refunded if you wish to cancel your child's

placement and have given at least 6 weeks' notice in writing to admin@longparishlittleschool.org.uk. The notice period does not include any school holiday periods.

**low-income families are not required to pay a deposit*

Funding and fees:

For 2, 3 and 4 year olds

1. **Universal Offer (15 hours funded care per week)** – this is available to all children from the term after their third birthday
2. **30 hours/Working Families Funding** – Longparish Little School is a registered setting for 30-hours funded care. Parents/carers who meet certain eligibility criteria can apply online for an additional 15 hours of funded care per week for their child. If you have been accepted for 30-hours funded care, you must notify us before the next funding period commences, and provide the 11-digit eligibility code given to you for your child, together with the National Insurance number of the parent who applied for the funding code.
3. **Disadvantaged 2 year old funding (15 hours per week)** – available to children whose parents/carers claim certain benefits (<https://www.gov.uk/help-with-childcare-costs/free-childcare-2-year-olds-claim-benefits>). As a setting, we can assist you in making an application for funded care or if you have already been accepted for Disadvantaged 2 year-old funding, you must notify us before the next funding period commences, and provide the eligibility code given to you for your child, together with the National Insurance number of the parent who applied for the funding code.

For all claims for funded care, parents/carers are required to complete and sign an **Early Years Education – Parent Declaration form** at the start of each school year. We will advise parents/carers when this form needs to be completed.

Tax Free Childcare and other childcare voucher schemes:

Longparish Little School also accepts payment via the Tax Free Childcare scheme, and is registered with a number of different childcare voucher providers. If you intend to make payments to us using childcare vouchers, please check with us first to ensure that we are registered with your voucher provider.

For a breakdown of other fees and charges, please refer **About our childcare and early education (Section 4)**.

Childcare and early education terms and conditions

The following terms and conditions govern the basis on which we agree to provide childcare and early education services to you.

1.0 Our obligation to you

- 1.1 We will inform you as soon as we know whether your application has been successful. The administration fee paid when you submitted your application is non-refundable unless we are unable to offer you a place for your child. We will issue you a formal offer of a placement in the form of an **Enrolment Confirmation Letter**. You are required to confirm that you still wish to take up a place within one week of receiving this letter from us. If you fail to notify us, then the offer of a place may be

withdrawn. Once you confirm a place, a deposit payment is required to hold the place for your child (families in receipt of means-tested benefits are exempt from paying a deposit upon presentation of proof of benefits). The monetary value of the deposit is published in the application form. The deposit is refunded on payment of the first (and if necessary, subsequent) invoice once your child starts attending. Please note, we will invoice you for the deposit payment at the same time as we confirm your child's placement by issuing the **Enrolment Confirmation Letter**. If you fail to take up a place, the deposit is non-refundable unless sufficient notice has been given in writing to cancel your child's placement.

- 1.2 We provide agreed childcare and early education facilities for your child during the official opening hours. If we change the opening hours, we will give parents as much notice as possible, and, if necessary, will work with you to agree a change to your child's hours of attendance.
- 1.3 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare and early education.
- 1.4 We will notify parents as early as possible when the setting will be closed.
- 1.5 We will provide you with regular updates about your child's progress.
- 1.6 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

2.0 Your obligation to us

- 2.1 You are required to update your child's online profile on Famly when prompted to do so, and before your child starts their placement at Longparish Little School.
- 2.2 You are required to inform us immediately of any changes to your contact details or other changes to the information on your child's online profile on Famly.
- 2.3 Details required to be completed on your child's online profile include medicine consent and emergency treatment authorisations which you are required to complete before your child attends.
- 2.4 You are required to immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. We need to protect other children at the setting so you cannot bring or allow your child to attend at these times. When your child is contagious they pose a risk to other children during normal daily activities.
- 2.5 You are required to inform us of the identity of the person(s) who will be collecting

your child. We will require proof of identity if a person collecting your child is not usually responsible. You should let us know in advance about these changes. If we are not reasonably satisfied that the person collecting your child is expected, we will not release your child into their care until we have checked with you.

- 2.6 You are required to inform us immediately if you are not able to collect your child by the official collection time. You should make arrangements for an authorised person (recorded on your child's online profile on Famly) to collect your child as soon as possible and confirm who they are. A late collection charge will be applied. Please refer to the current fee schedule for details. If you fail to collect your child by the official collection time and we have reason to be concerned about your child's welfare we will contact the local authority.
- 2.7 You are required to inform us as far in advance as possible of any dates when your child will not be attending.
- 2.8 Please provide as much notice as possible for changes to your child's schedule. Should you decide to withdraw your child completely and end this Agreement, we require at least half a term's notice in writing (email is acceptable). If you give insufficient notice, you will still be required to pay full fees for one month from the date of notice. If you would like to end this Agreement, please speak to the setting manager.
- 2.9 If your child is the subject of a court order, you are required to inform us and provide a copy of the order on request.
- 2.10 You should read our policies and procedures provided for parents - available for you at the setting and on our website.

3.0 Payment of fees

- 3.1 Our fees are based on a weekly fee which is the full fee payable before applying any funded entitlements. Before your child starts, we will notify you of the payment required. We may review the fees at any time but will inform you of the revised amount at least one month before it takes effect. If you do not wish to pay the revised fee, you may end the Agreement by giving us at least half a term's notice in writing.
- 3.2 Fees are required to be paid monthly in advance and are based on your weekly fee. Fees are calculated on a monthly basis and invoices are issued monthly on the 30th in advance. Payment in full is expected within 14 days of the issue date of the invoice. If you experience difficulty paying your fees, please notify us immediately, so that alternative payment terms can be agreed.

- 3.3 All payments made under this Agreement should be made by bank transfer and/or via a childcare voucher scheme e.g. Tax Free Childcare. We cannot accept cash or cheques. All payment regardless of method shall be made by the parent/guardian monthly, within 14 days of the issue date of your invoice. If further action is required to recover unpaid fees, additional charges may be made in lieu of any costs of recovery incurred.
- 3.4 If the payment of fees referred to in 3.3 is outstanding for more than 14 days, then we may terminate the Agreement. Once the contract has been terminated, the child shall cease to be admitted, and the notice of termination shall be regarded as a formal demand for outstanding monies.
- 3.5 If you require additional sessions or have been unable to collect your child by the official collection time, we will inform you of the extra amount payable and add these additional charges to your regular fees. In the event of late collection of your child, we reserve the right to charge a late collection fee of £10 for the first 15 minutes (or part thereof) and £10 every five minutes thereafter.
- 3.6 No refund will be given for periods when children do not attend a session due to illness or holidays. Please note that we are closed on bank holidays and our team has up to 5 training days per year. This helps support our team's continuing professional development which benefits the children and families. You will not be charged for Bank Holidays and planned closure days.
- 3.7 If you are in receipt of any funded entitlement such as two-year-old funding you will not be charged for the cheapest funded hours taken.*
- 3.8 Where your child is in receipt of funded early years entitlement and/or extended entitlement (additional 15 hours), we will also ask for additional information (such as your National Insurance Number) that will assist HMRC in making a decision about eligibility for certain entitlements.

4.0 Suspension of a child

- 4.1 We may suspend providing childcare and early education to your child at any time if you fail to pay any fees due.
- 4.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice. This takes effect on receipt of the notice.
- 4.3 We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your

child and/or other children and adults, it may be necessary to suspend childcare and early education while we try to address these issues with you. It may also be necessary to share our concerns with other external agencies as appropriate. The decision to suspend your child will be made with the agreement of the Trustees.

- 4.4 During any period of suspension for behaviour-related issues, we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.
- 4.5 If your child is suspended part way through the month, under the conditions stated in clause 4.3, we will give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us.

5.0 Termination of the Agreement

- 5.1 You may end this Agreement at any time, by giving us at least one month's notice in writing.
- 5.2 We may immediately end this Agreement if:
 - 5.2.1 You fail to pay your fees.
 - 5.2.2 You breach any of your obligations under the Agreement and you have not or cannot put right that breach within a reasonable period of time.
 - 5.2.3 You behave unacceptably; we do not tolerate any physical or verbal abuse or threats towards staff or other parents.
 - 5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.
- 5.3 It may become apparent that the support we can offer your child is not sufficient to meet his or her needs. Under these circumstances we work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.
- 5.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach in a reasonable period after you draw it to our attention.

6.0 General

- 6.1 If we close or take the decision to close due to events or circumstances beyond our control such as extreme weather conditions, the weekly fee will continue to be payable in full. We will be under no obligation to provide alternative childcare and

early education to you. However, if the closure exceeds three consecutive days in duration (excluding any days when we would otherwise be closed), we will credit you with an amount that represents the number of days closed in excess of three days.

- 6.2 If you have any concerns about the childcare and early education we provide, please discuss them with your child's key person. If your concerns are not resolved to your satisfaction, please contact the setting manager. Your satisfaction with our service is very important to us and any concerns or complaints will be reported to the appropriate line manager for review.
- 6.3 From time to time we may take images or video of the children who attend. These images or video may be used by the setting for promotional purposes. If you do not wish your child to be included in these images or videos, you should record this when you complete the Permissions section of your child's Famly profile.
- 6.4 While food and drink is provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. We provide a meat and vegetarian option. Every effort is made to follow recommended food preparation guidance and to ensure that all setting staff involved in the preparation and serving of food are suitably trained.
- 6.5 Normally we will seek your consent before sharing information about your child with another professional or agency. We are required to share any information with the local authority and other relevant agencies if there are any safeguarding concerns about your child. In certain situations, we may not seek consent prior to sharing information, or we may, in certain specified circumstances override a refusal to give consent.
 - 1.1 You must avoid making any social media communications that could damage our business interests or reputation, even indirectly or link us to any political movement or agenda.
 - 1.2 You must not use social media to defame or disparage us, our staff or any third party; to harass, bully or unlawfully discriminate against staff or third parties; to make false or misleading statements; or to impersonate staff members of the setting or other related third parties.
- 6.6 We reserve the right to vary the terms and conditions contained in this Agreement giving at least one month's notice.
- 6.7 This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral

relating to the subject of the Agreement except to the extent that we vary terms from time to time.

6.8 Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

* For an illustrative example of the sessions you require, please discuss with your manager.

Acceptance of our offer of a childcare and early education place

Please click **YES** in the Permissions section (Terms & Conditions) of your child's Family profile to indicate that you have read and understood the above terms and conditions and to confirm your acceptance of a childcare and early education place with us for your child.

For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign the contract on your behalf. The contract would therefore be between Longparish Little School, you and the guarantor.

A copy of this contract is available to view on Family in the Permissions section (Terms & Conditions) of your child's online profile.

Parent name 1

Signed

Date

Parent name 2

Signed

Date

Guarantor name (where applicable)

Signed

Date

Relationship to the child

Home address

Daytime/work telephone

Mobile

Email

Signed on behalf of Longparish Little School:

Signed *Sally Lawman*

Name Sally Lawman

Role Business Manager

7. Attendance & absence

EYA Policy Template Reference: 09.2

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and they do not miss their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. The attendance and absence policy is shared with parents/carers and they are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence.

Designated safeguarding leads must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision.

- If a child who normally attends fails to arrive and no contact has been received from their parents/carers, or if the child is absent for a prolonged period of time, the designated safeguarding lead, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents/carers or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents/carers and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made and we have reason for concern about a child's wellbeing and welfare, children's services will be contacted for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
 - Absence records will be monitored to identify patterns and trends in children's attendance. An understanding of the child's and family's individual circumstances will

inform the setting's judgement in determining what constitutes a 'prolonged period of absence'.

- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information becomes known that gives cause for concern, procedure

Responding to safeguarding or child protection concerns (Safeguarding Policies) is immediately followed.

Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents/carers to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information becomes known that gives cause for concern, **Safeguarding children, young people and vulnerable adults procedures (Safeguarding Policy)** are followed immediately.

Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised. Contact with social care may be made sooner if there are concerns for a child's wellbeing or welfare.
- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on **Child Protection Expression of Concern form**, and Social Care are contacted immediately, and safeguarding procedures are followed.

Poor/irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents/carers to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parents/carers to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, considering the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

8. Prime times - The role of the Key Person

EYA Policy Template Reference: 09.3

'Each child must be assigned a key person' (EYFS 2024)

Young children need to form a secure attachment to a key person when they join Longparish Little School to feel safe, happy, and eager to participate and learn.

The key person role

- A key person builds an on-going relationship with the child and their parents/carers and is committed to that child's well-being while in the setting.
- Every child that attends is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person.
- Where possible a 'back up' key person is also identified for each child so that they can fulfil the role in the absence of the main key person, for example, during annual leave or sickness.
- The key person conducts the progress check at age two for their key children.

- The role is fully explained to parents/carers on induction and the name of the child's key person and 'back up' key person is recorded on Famly and on the child's **Enrolment Confirmation Letter**.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- Shift patterns and staff absence can affect a child who is just settling in; where possible, settling in should be matched to when the key person is on duty.
- The number of children for each key person considers the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time places and part time staff. The setting manager should aim for consistency i.e. matching part-time staff to part-time children; full-time children should not be divided between key persons during the week.
- Photographs of key persons and their key groups are recorded on Famly.
- The key person spends time daily with his or her key group to ensure their well-being.

Parents/carers

- Key persons are the first point of contact for parents regarding matters concerning their child and any concerns parents/carers may have been addressed with the key person in the first instance.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents/carers.

Learning and development

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents/carers.

Prime times

The key person role is explained further in the prime-time procedures: Settling in and transitions, Arrivals & departures, Snack times & mealtimes, Sleep & rest time, Transition to school; the key person also maintains other responsibilities for key children including administering medication and signing accident records.

Back-up key person

- The role of the back-up key person is to step in when the main key person is absent or unavailable to provide a stable and consistent care relationship for the child.
- The back-up key person is identified when the child starts but is not introduced to the child until an attachment is beginning to form with the key person.
- The back-up key person gradually forms a relationship with the child until the child is happy to be cared for by this person.
- The back-up key person shares information with parents/carers in the key person's absence and makes notes in the child's records where appropriate.
- The back-up key person ensures information is shared with the key person.

Safeguarding children

- The key person has a responsibility towards their key children to report any concern about their development, welfare, or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress and welfare of key children.
- The back-up key person has a duty likewise.

Further guidance

[Being a Key Person in an Early Years Setting](#) (Alliance Publication)

9. Prime times – Settling in and transitions

EYA Policy Template Reference: 09.4

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they can contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and can approach new

experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

Starting a new preschool or starting preschool for the first time can be traumatic for some children, resulting in emotional reactions such as separation anxiety, fear and confusion, anger, or withdrawal, and children may exhibit behaviour such as crying or tantrums, regression, clinginess at home, and changes to sleep and appetite.

Persistent distress can lead to longer-term anxiety around separation if not supported. Longparish Little School's policy is to create a safe and inviting environment, so that attending Little School is always a positive experience. Children learn best when they feel safe and happy. To this end, experienced staff work closely with parents/carers to ensure that each child settles in their own time, however long this may take, using methods tailored to the needs of the individual child, accepting that some children may take much longer to settle, and parents/carers are required to cooperate fully with setting staff to ease their child's transition into preschool. The aim of good settling is to prevent distress to the child, and it is our principle that we will never allow a child to become overly distraught.

Longparish little School follows a three-stage model of settling in based on three key needs:

1. ***Proximity*** - Young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.

Parents/carers should be prepared to make themselves available during the settling-in process. The presence and/or support of a parent/carer may be required for a significant period of time after the child has started until they feel happy and confident in their new surroundings. This can be disruptive to a parent/carer's schedule, however our priority is to make attending Little School a positive experience.

2. ***Secure base*** – Because the initial need for proximity of the parent has been met, young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.

Parents/carers must be prepared that their child may not last for the entire registered session to start with, and may need to be collected earlier in the session if they become distressed and cannot be comforted by their Key Person. Shorter sessions may be required for a period of time until the child is confident and happy to attend for their prescribed session.

3. *Dependency* – young children are able to separate from parents' and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The setting manager and key person explain the need for settling in and agree a plan with the parents/carer during the parent induction session.

It may be necessary to review the arrangements if the settling-in plan is not working effectively, and parents/carers must be prepared to attend a meeting/s at the setting if required.

Settling-in for children with SEND (or suspected SEND)

- If a child has been identified as having SEND (or staff and/or parents/carers suspect that the child may have SEND) then the key person/SENCO and parents/carers will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

Children with SEND may become dysregulated more easily. The settling-in process for children with SEND may take longer than for other children, and more measures may need to be put in place to help the child to settle. This requires significant support and cooperation from parents/carers. Dialogue between the setting and parents/carers is key, and parents/carers must make themselves available to attend sessions alongside their child, and/or adjust session start and end times until the child is used to the new setting, if necessary.

Promoting proximity

- During the Taster/Induction session, the key person shows the parent/carer around, introduces members of staff, and explains how the day is organised, making the parent/carer and child feel welcome and comfortable. The induction form is also completed by the key person in consultation with the parent/carer.
- The key person always greets the parent/carer and child. (Shift patterns may need to be adjusted when settling in.)
- The parent/carer is invited to play with their child and the key person spends time with them. As much time as possible is allowed for the key person to do this.
- Over subsequent days, depending how the child is responding, the parent/carer is invited to attend other significant times of the day, including lunch, sleep and afternoon play.

Promoting secure base

- When the parent/carer leaves, they always say goodbye and say they are coming back. Parents/carers should never slip away without the child noticing; this leads to greater distress.

Promoting dependency

- Attachment can be seen when the child shows signs that they are happy to transfer their need to be dependent onto the key person. The child will be pleased to see their key person, looking for them when distressed, responding to play, and taking comfort from the key person.

Part-time children

- Part-time children have the same needs when settling in as full-time children. However, part-time attendance means that there may be gaps between times the child is in one week to the next.

When children do not seem to settle

- It is not good for children to be in a setting when they are acutely distressed and anxious. A child who is not securely attached and settled can become overwhelmed with fear. They are unable to participate in any activity and do not learn. It is not in their immediate or long-term interest to attempt to prolong what is an agonising experience for them.
- A highly distressed child will need 1:1 attention consistently; their distress will upset other children and put stress on staff. If this is the case, the key person discusses with the manager or deputy.
- Attempts are made to reduce anxiety and distress through a planned approach with the parent/carer.
- The three stages of settling-in are reviewed and the plan is pitched back at the appropriate stage.
- Particular triggers of distress are discussed to see what can be done to alleviate it.
- ***If a child finds a particular activity distressing (Forest School, for example), then the setting may have to withdraw a child from specific sessions to prevent a child from becoming dysregulated. Every attempt will be made to settle the child first before this action is taken, taking into account staffing needs and the impact on other children in the setting.***
- If all attempts have been made and the child still cannot cope without the parent, then the place is offered only with the parent/carer attending. In some cases it may be

appropriate to withdraw the place and help the parent/carer consider alternatives. For a child 'in need' this may need to be discussed with the social care worker, where one is allocated to the child, health visitor or referring agency.

When a parent/carer is unable or refuses to take part in settling in

- Information about the 'settling in' plan is given at the first visit and the reasons are explained.
- If the parent/carer feels that this will be difficult – perhaps another close relative can come in instead.
- Genuine difficulties need to be handled sensitively, but generally speaking this is not an issue where the parent/carer has a choice not to attend with their child. A parent/carer who refuses to take part in settling in may have the offer of the place withdrawn.

Prolonged absences

- If children are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons will have decreased and will need to be built up again.
- Parents/carers are made aware of the need to 're-settle' their children and a plan is agreed.

Two-year-olds starting a setting for the first time

- A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child's experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.
- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up. An optional home visit is offered for the same purpose.
- To settle in a two-year-old, the setting will go through the same process of gradually increasing the time a child attends with a parent/carer during the proximity stage.
- On the first day, the parent may attend with the child and stay for the morning (less if the child becomes tired). This can continue for as long as the child needs.
- ***If the child is scheduled to stay for the whole day, this can be built up gradually, if necessary, at the pace of the child, until attending for the whole day.***
- It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then

the parent/ carer may gradually leave the child for longer periods until the child can manage a whole session without the parent.

- Separation causes anxiety in two-year-olds, as they have no concept of where their parents/carers have gone. Parents/carers should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

Three- and four-year-olds

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent/carer attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is drawn up.
- On the first day, the parent may attend with the child and stay for the morning (less if the child becomes tired). This can continue for as long as the child needs.
- ***If the child is scheduled to stay for the whole day, this can be built up gradually, if necessary, at the pace of the child, until attending for the whole day.***
- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent/carer spends time away from the main play area to see how the child responds.
- Parents/carers are encouraged to explain to their child where they are going, and that they will return.

For children whose first language is not English

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parent/carers' input to make sense of what is going on.
- If the parent/carer does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.

- The settling-in programme is explained to the parent/carer, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
- Through the interpreter, the key person will try to gauge the child's level of skills in their home language; this will give the key person an idea of the child's interests and levels of understanding.
- The need for the parent/carer to converse in the child's home language is important.
- The key person makes the parent/carer feel welcome using smiles and gestures.
- With the parent/carer, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents/carers will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- When the child feels happy to spend time with the key person (secure base), the parent/carer should spend time outside of the room.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

10. Establishing children's starting points

EYA Policy Template Reference: 09.5

When children start at Longparish Little School they arrive at different levels of learning and development. To help them to settle and make rapid progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.

- Starting points are established by gathering information from the first contact with the child's parents/carers at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- A baseline assessment is made 6 weeks after the child's start date.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents/carers
 - building on information that has been gathered during registration by referring to the registration form

The information gathered is recorded within six weeks of the child's official start date and sooner where possible.

- The key person should complete details by indicating where they have gathered their evidence from, using more than one source where possible i.e. parent/carer comment and observation during settling in.
- The following categories are used to assess learning goals: competently achieves, is making good attempts and showing interest, needs extra support, needs SEND support.

If the initial assessment raises any concerns that extra support may be required procedure **Identification, assessment and support for children with SEND** is followed.

11. Arrivals and departures

EYA Policy Template Reference 09.6

Prime times of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and to create opportunities for learning. Arrivals and departures are key times in the day when children need support from their carer to make the transition smooth and happy; these times of day also pose a certain level of risk as parents and carers come and go. All staff at Longparish Little School are aware of the potential risks and take measures to minimise them.

Arrivals

- The member of staff who greets the child marks their presence and time of arrival on Famly.

- If a child who is expected fails to arrive, this is recorded on the child's personal file and the setting manager is immediately notified so that they can contact the child's parents/carers to find out why the child is absent following procedure **Attendance and Absence**.
- When the child arrives, staff receiving the child establish who will be collecting the child, and at what time.
- The member of staff greeting parents/carers and children takes time to hear information the parents/carers need to share.
- The key person receives the child physically and tunes in to how they are feeling and prepares to meet their needs.
- Always ensure that the parents/carers say goodbye to their child and say when they are coming back, such as 'after tea', rather than just 'later'.
- If the member of staff receiving the child is not the key person, the member of staff will hand over the information shared by the parents/carers to the key person when they arrive.

Injuries noted on arrival

- If a child is noted to have visible injuries when they arrive at the setting procedure **Responding to Safeguarding or Child Protection concerns (Safeguarding Policy)** is followed.

Changing shifts and handing over information

- When the key person leaves or goes on a break, they handover the care of the child to a 'back-up' key person.
- If someone other than the key person receives the child, they will share any information from the parent/carer and write a note for the key person. Confidential information should be shared with the setting manager to pass on.
- The key person shares information with the back-up key person, in this way they ensure that all information is passed on to the parent/carer in the key person's absence.

Departures

- Children are prepared for home, with clean faces, hands and clothes if required.

- A member of staff will greet parents/carers when they arrive, ensuring that the person who has arrived to collect the child is named on the signing in/out record on Famly. They hand over the child personally and enter the time of departure on Famly.
- Only persons aged over 16 years should normally collect children. If a parent has no alternative, then this is agreed with the setting manager and a risk assessment completed and signed by the parent/carer. In all cases the setting manager will ask the parents/carers to ensure that in future alternative arrangements are made. If the parent/carer is under 16 years of age a risk assessment will be completed. No child will be collected by anyone who has not reached 14 years of age. The risk assessment should take account of factors such as age/vulnerability of child, journey travelled, arrangements upon leaving the setting to go home/elsewhere.
- Educators verbally exchange information with parents/carers.
- If someone other than the key person is with the child at the end of the day, the key person should pass general information to the other staff or send a message to the parents via Famly. Confidential information should be shared with the setting manager to pass on.

Maintaining children's safety and security

Arrivals and departures pose a particular threat to the safety and security of the children, particularly when parents arrive at the same time or when in shared premises. To minimise the risk of a child leaving the building unnoticed, the setting manager conducts a risk assessment that identifies potential risks and the measures put in place to minimise them, such as staff busy talking to individual parents/carers or doors left ajar. The risk assessment is shared with their line manager and is updated as and when required. View procedure **Risk Assessment (Health & Safety Policy)** for further guidance.

12. Prime times – Snack times and mealtimes

EYA Policy Template Reference 09.8

Children are supervised during mealtimes and always remain within sight and hearing of staff and where possible should be sat facing children whilst they are eating so they can make sure children are eating in a way to prevent choking and prevent food sharing and be aware of any unexpected allergic reactions. A member of staff with a valid paediatric first aid certificate is always present at mealtimes. The member of staff preparing snack, and staff

members sat with children at each table are responsible for ensuring that the food provided meets each child's needs.

Snack times

- A 'snack' is prepared mid-morning and can be organised according to the discretion of the setting manager e.g. picnic on a blanket.
- Small, lidded plastic jugs are provided with choice of milk or water.
- Children wash their hands before snack-time.
- Fruit or raw vegetables, such as carrot or tomato, are offered in batons, which children can be encouraged to help in preparing. Bananas and other foods are not cut as rounds but are sliced to minimise a choking hazard.
- Children can serve themselves (with an adult present) and are encouraged to pour their own drink.
- Biscuits should not be offered, but toast, rice cakes or oatcakes are good alternatives.
- Children arrive as they want refreshment and leave when they have had enough. Children are not made to leave their play if they do not want to have a snack.
- Staff join in conversation and encourage children's independence by allowing them to pour drinks, butter toast, cut fruit etc.

Mealtimes

- Tables are never overcrowded during mealtimes.
- Children are always within sight and hearing of staff at mealtimes and where possible sat facing them while they are eating.
- There is a Paediatric First Aider present at children's meal and snack times.
- Children wash their hands and sit down as food is ready to be served.
- Children are encouraged to choose what they want and to take their own helpings.
- Staff have their lunch with children. Staff who are always eating with the children role-model healthy eating and best practice, for example not drinking cans of fizzy drinks in front of the children.
- Children are given time to eat at their own pace and are not hurried to fit in with adults' tasks and breaks. They are not made to eat what they do not like and are encouraged to try new foods slowly.

- To protect children with food allergies or specific dietary requirements, children are discouraged from sharing and swapping their food with one another.
- If children do not eat their main course, they are not denied pudding. Food is not used as a reward or punishment.
- Mealtimes are relaxed opportunities for social interaction between children and adults.
- After lunch, children are encouraged to scrape their plates and tidy up after themselves.

13. Prime times – Intimate care and nappy changing

EYA Policy Template Reference 09.9

Prime times of the day make the best of routine opportunities to promote ‘tuning-in’ to the child emotionally and to create opportunities for learning while attending Longparish Little School. Children’s privacy is maintained during nappy changing and toileting, whilst balanced with safeguarding considerations. Nappy changing times are key times in the day for being close and promoting security as well as for communication, exploration, and learning.

Nappy changing records.

- Key persons record when they changed the child and whether the child passed a stool and if there was anything unusual about it e.g. hard and shiny, soft, and runny or an unusual colour.
- If the child does not pass a stool, or if they strain to do so, or are passing hard or shiny stools, the parents/carer will be informed. The child may be constipated so their food may need to be adjusted. Constipation in children is not ‘normal’ and every effort is made with the parent/carer to help them adjust the diet until soft, formed stools are passed.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green, or very white indicates a problem, and the child should be taken to the doctor.
- Exceptionally soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent/carer should be called to inform them, and that if any further symptoms occur, they may be required to collect their child. After two bouts of diarrhoea, a child will need to be collected.
- Sometimes a child may have a sore bottom. This may have happened at home because of poor care; or the baby may have eaten something that, when passed, created some

soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent/carer and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the child without a nappy in some circumstances. If a prescribed medicated nappy cream is used, this must be recorded as per procedure **Administration of medicine (Health Policy)**. Use of non-prescribed nappy cream will be recorded on Famly as part of the nappy-changing notification.

Young children, intimate care, and toileting

- Wherever possible, key persons undertake changing young children in their key groups; back-up key persons change them if the key person is absent.
- Young children from two years may be put into 'pull ups' as soon as they are comfortable with this and if parents/carers agree, as part of potty training.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has their own bag to hand with their nappies/pull ups and changing wipes. From 2027, all wipes must be plastic-free.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They are encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comment about the nappy contents.
- Wipes are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents/carers. Where this is not possible it

is explained to parents/carers the reasons why. The use of wipes achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.

- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- Older children use the toilet when needed and are encouraged to be independent.
- Members of staffs do not wipe older children's bottoms unless there is a need, or unless the child has asked. Children are encouraged to wipe themselves, and staff will check to make sure they are clean.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.
- Parents/carers are encouraged to provide enough changes of clothes for accidents when children are potty training, as well as for messy/water play.
- If spare clothes are kept by the setting, they are clean, in good condition and are in a range of appropriate sizes.
- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables. If there are limitations for nappy change areas due to the lay-out of the room or space available this is discussed with the setting manager's line manager so that an appropriate site can be agreed that maintains the dignity of the child and good hygiene practice.

Toilet training (Little School guidelines)

When your child is ready, a plan will be devised for parents and staff to work together to toilet train for the potty or toilet.

- ***Clothes should be easy for a child to pull up and down when it's time to go to the toilet***
- ***Staff will encourage independence, but will be close by if needed***
- ***Parents should send in additional clothes, underwear, and wipes for accidents***

- *Staff will remind the child to go to the toilet throughout the day*

When accidents happen, staff will reassure the child to let them know this is normal and will talk to the child in a calm voice to reassure them that everything is okay.

14. Prime times – Sleep and rest time

EYA Policy Template Reference 09.10

Sleep and rest times are key times in the day for being close and promoting security.

Younger children may need to sleep but older children do not usually need to. No child is made to sleep.

A nominated member of staff (to be decided on a day-to-day basis) will be responsible for monitoring sleeping children.

Young children

- Young children sleep on a cot mattress with a clean sheet.
- Nappies are changed and heavier clothing is removed.
- Hair accessories with parts that may come lose or detached and pose a choking hazard are removed before sleep/rest time.
- Children are settled by their key person and comforted. Key persons may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in a buggy or bouncy chair.
- Sleeping children are regularly checked at least every ten minutes and are within sight and/or hearing of staff. Monitoring of sleeping children is recorded on Famly.

Length of sleep

Children will not be awoken from sleep for at least 40 minutes, and in most cases will be allowed to wake up naturally in their own time. Research has shown that waking children during a deep sleep cycle can be detrimental to night-time sleeping.

Further guidance

[Safer Sleep for Babies \(Lullaby Trust\) www.lullabytrust.org.uk/safer-sleep-advice](http://www.lullabytrust.org.uk/safer-sleep-advice)

15. Promoting positive behaviour

EYA Policy Template 09.12

Positive behaviour is located within the context of the development of children's personal, social, and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported. Settling into a new environment is an emotional transition for young children especially as they learn to develop and master complex skills needed to communicate, negotiate and socialise with their peers. Skills such as turn taking and sharing often instigate minor conflicts between children as they struggle to deal with powerful emotions and feelings. During minor disputes, key persons help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. However, some incidents are influenced by factors, requiring a strategic approach especially if the behaviour causes harm or distress to the child or others. These situations are managed by the SENCo/key person using a stepped approach which aims to resolve the issue and/or avoid the behaviour escalating and causing further harm.

This is an unsettling time for young children. Educators are alert to the emotional well-being of children who may be affected by the disruption to their normal routine. Where a child's behaviour gives cause for concern, educators take into consideration the many factors that may be affecting them. This is done in partnership with the child's parents/carers and the principles of this procedure are adhered to

The setting manager/SENCo will:

- ensure that all new staff attend training on behaviour management such as EYA Central's **Understanding and supporting behaviour in the early years**
- help staff to implement this procedure (**Promoting positive behaviour**) in their everyday practice
- advise staff on how to address behaviour issues and how to access expert advice if needed

Emotional Literacy Support Assistant (ELSA)

Our SENCO at Longparish Little School is also a trained **ELSA** (Kristy Lambert).

ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists.

ELSA Relationship

ELSAs are warm, kind and caring people who want to make children and young people feel happy in the setting, and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.

They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.

An ELSA is not there to fix problems but to help them find their own solutions and offer that important support to a child or young person.

Relationships are key in helping children and young people to feel safe and nurtured. ELSA is about creating a reflective space for the child or young person.

What areas does an ELSA help with?

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

Rewards and sanctions

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.

Rewards such as excessive praise and stickers may provide immediate results for the adult but do not teach a child how to act when a 'prize' is not being given or provide the skills to manage situations and emotions themselves. Instead, a child is taught to be 'compliant' and respond to meet adult expectations to obtain a reward (or for fear of a sanction). If used the type of rewards and their functions must be carefully considered.

Children are never labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group to be left in 'time out' or on a 'naughty chair'. If a child is distressed or causing harm to others, it may help to remove them from the immediate environment where the incident occurred. They should be taken to a quiet area by their key person for up to 5 minutes to help them calm down. If appropriate, the key person can use this time to help the child reflect on what has happened. Physical punishment of any kind is never used or threatened which could adversely affect a child's well-being. If staff become aware that another person has given corporal punishment to a child, they follow

Safeguarding children, young people and vulnerable adults' procedures

(Safeguarding Policy). Physical intervention to safeguard a child/children must be carried out as per the guidance in this procedure.

Step 1

- The setting manager, SENCo and other relevant staff members are knowledgeable with, and apply this procedure **Promoting positive behaviour**.
- Unwanted behaviours are addressed using an agreed and consistently applied approach to deescalate situations
- Behaviours that result in concern for the child and/or others must be discussed by the key person, SENCo/setting manager. During the meeting the key person must use their all-round knowledge of the child and family to share any known influencing factors such as a new baby in the family, child and/or parental illness, underlying additional needs to help place the child's behaviour into context.
- Appropriate adjustments to practice must be agreed within the setting. If relevant, a risk assessment should be carried out.
- If the adjustments are successful and the unwanted behaviour does not reoccur, or cause concern then normal monitoring can resume.

Step 2

- If the behaviour remains a concern, then the key person and SENCo must liaise with the parents to try to discover possible reasons for the behaviour and to agree next steps. If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
- If a cause for the behaviour is not known or only occurs whilst in the setting, then the setting manager/SENCo must suggest using a focused intervention approach to identifying a trigger for the behaviour such as the ABC approach, i.e. Antecedents – what

happened before; Behaviour – what was the behaviour observed; Consequences – what happened after the event.

- If a trigger is identified, then the SENCo and key person must meet with the parents to plan support for the child through a graduated approach via SEN support.
- Aggressive behaviour by children towards other children will result in a staff member intervening immediately to stop the behaviour and prevent escalation using the agreed initial intervention approach. If the behaviour has been significant or may have a detrimental effect on the child, the parents/carers of the victim of the behaviour and the parents/carers of the perpetrator must be informed. If the setting has applied a physical intervention, they must follow the guidance as set out below. The designated safeguarding lead completes **Child Protection Expression of Concern form** and contact Ofsted if appropriate. A record of discussions is recorded, and parents/carers are asked to sign.
- Parents/carers must also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan. Other staff are informed of the agreed interventions and help implement the actions. The plan must be monitored and reviewed regularly by the key person/SENCo until improvement is noticed.
- Incidents and intervention relating to unwanted/challenging behaviour by children must be clearly and appropriately logged on **Child Profile (Gruffalo form) & IEP**

Step 3

If despite applying initial intervention to deescalate situations and focused interventions to identify triggers the child's behaviour continues to occur and/or is of significant concern, the SENCo and key person invite the parents/carers to a meeting to discuss external referral and next steps for supporting the child. It may be agreed that the setting request support from the Early Help team and/or other specialist services such as the Area SENCo. This will help address most developmental or welfare concerns. If the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm, safeguarding procedures **Safeguarding children, young people and vulnerable adults' procedures (Safeguarding Policy)** must be followed immediately.

- Advice provided by external agencies is incorporated on **Child Profile (Gruffalo form) & IEP** and regular multi-disciplinary meetings held to review the child's progress.

- If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health, and Care Plan.

Use of physical intervention

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of “averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary.”

Staff must do all they can to avoid using a physical intervention because this is not the preferred way of addressing children’s behaviour.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors and stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child’s movement against their will. In most cases this can be applied using the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, we would expect that in instances of damaging physical property a child would only experience a physical intervention if the broken property presented a risk or is high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

Physical handling

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being by aiming for:

- keeping the child's safety and well-being paramount
- a calm, gentle but firm approach and application of the intervention
- never restricting the child's ability to breathe
- side-by-side contact with the child
- no gap between theirs or the child's body
- keeping the adults back as straight as possible
- avoiding close head-to-head positioning to avoid injury to the child and themselves (head butting)
- only holding the child by their 'long' bones to avoid grasping at the child's joints where pain and damage are most likely to occur
- avoiding lifting the child unless necessary
- reassuring the child and talking about what has happened
- only applying a physical intervention on a disabled child if training or preferred method is provided from a reputable external source e.g. British Institute of Learning Disabilities www.bild.org.uk/

Risks

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

- What is the immediate risk to this child if I do not intervene now?

- What might the risks be if I do intervene? If this were my child, what would I want someone looking after them to do in this situation?
- What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

Recording

Any instance of physical intervention is fully recorded immediately and reported to the designated person as soon as possible on **Child Protection Expression of Concern form**, ensuring that it is clearly stated when and how parents were informed. Parents/carers are asked to sign a copy of the form which is then kept on the child's file. The designated person decides who will notify the parent/carers and when, ensuring that the parent/carers signs to say they have been notified. An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents/carers.

Temporary suspension (fixed term)

Any decision to temporarily suspend a child must be carefully considered lawful, reasonable, and fair. If despite following the stepped approach for behaviour it is necessary to temporarily suspend a child, for no more than five days, on the grounds of health and safety, the following steps are followed.

- The setting manager provides a written request to suspend a child to their line manager; the request must detail the reason the child must be suspended and the length of time of the proposed suspension.
- If the line manager approves, the parents/carers must be invited to a meeting to discuss next steps. Parents/carers are invited to bring a representative along. Notes must be taken at the meeting and shared later with the parents. The meeting aims for a positive outcome for the child and not to suspend.
- If no acceptable alternative to suspension is found then the setting manager must give both verbal and written notice of time related suspension to the parent, meanwhile the setting manager must ensure that continued resolution is sought, and suitable adjustments are in place for the child's return.

Suspension of a disabled child

We have a statutory duty not to discriminate against a child based on a protected characteristic. This includes suspending a child based on a disability. Ignorance of the law or

claiming it was unknown that a child was disabled is no defence. However, if the child's behaviour places themselves or others at risk then the setting must take actions to avoid further harm. Time limited suspension may be applied to keep the child and/or others safe whilst finding a solution. Suspension is only used if reasonable steps and planned adjustments are first used to help resolve the situation. Without this action, suspension of a child with SEND may constitute disability discrimination (Equality Act 2010). A decision to suspend a disabled child must be clearly evidenced, specific, measurable, achievable, realistic, and targeted. Plans and intervention must be recorded on the child's file and **Child Profile (Gruffalo form) & IEP**. If little or no progress is made during the suspension period, the following steps are taken.

- The setting manager sends a written/electronic invite to the parents/carers, a local authority representative and any relevant external agencies to attend a review meeting. Each attendee must be made aware that the meeting is to avoid the situation escalating further and to find a positive solution.
- After the meeting, the setting manager continues to maintain weekly contact with the parents/carers and local authority to seek a solution.
- Suitable arrangements offer the parent/carer continued support and advice during the suspension. The setting manager reviews the situation fortnightly and provides their line manager with a monthly update.

Expulsion

In some exceptional circumstances a child may be expelled due to:

- a termination of their childcare and early education agreement as explained in **Childcare and early education terms and conditions**
- if despite applying a range of interventions (including reasonable adjustments), the setting has been unable to adequately meet the child's needs or cannot protect the health, safety and well-being of the child and/or others.

Challenging unwanted behaviour from adults in the setting

We do not tolerate behaviour demonstrating dislike, prejudice, discriminatory attitudes, or action towards any individual/group. This includes those living outside the UK (xenophobia). This also applies to behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.

Allegations of discriminatory remarks or behaviour made in the setting by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may

result in the adult being asked to leave the premises. Where a parent/carer makes discriminatory or prejudice remarks to staff at any time, or other persons while on the premises, this is recorded on the child's file and is reported to the setting manager. The procedure is explained, and the parent/carer is asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent/carer requesting them to sign a written agreement not to make discriminatory remarks or behave in discriminatory or prejudice ways; the third stage may be considering withdrawing the child's place.

Further guidance

[Behaviour Matters](#) (Alliance Publications)

16. Identification, assessment and support for children with SEND

EYA Policy Template Reference 09.13

We have regard for the Special Educational Needs and Disability (SEND) (DfE and DoH 2015) which states that local authorities must ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities. When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents/carers to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for.

Children's SEND generally falls within the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Graduated approach

Initial identification and support (identifying special educational needs)

- Ongoing formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children's progress.
- Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
- For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, **Child Profile (Gruffalo form) & IEP** can be used for this purpose.
- If despite applying differentiated strategies a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting's SENCo/setting manager and the child's parents.

Observation and assessment of children's SEN

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child's learning and development from within and beyond the setting.

- Information can be collated from formal checks such as the progress check at age two, observations from parents/carers and observation and assessment by the setting of the child's progress.
- When specialist advice has been sought externally, this is used to help determine whether a child has a special educational need (SEN).
- The child's key person and SENCo/Manager use this information to decide if the child has a special educational need.
- If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents/carers have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

Planning intervention

- Everyone involved with the child should be given an opportunity to share their views. Parents/carers should be encouraged to share their thoughts on the child's difficulties and be involved in the decision as to what will happen next.
- A first intervention option may be to carry on with applying differentiated support and to review the child's progress at an agreed date. If the child's needs are more complex,

then the decision maybe to go straight ahead and prepare **Child Profile (Gruffalo form) & IEP** with detailed evidence-based interventions being applied straight away and simultaneously external referrals made.

- If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
- **Child Profile (Gruffalo form) & IEP** described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

Involving the child

- The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
- Inclusion of children with SEND helps build self-confidence and trust in others.
- Ascertaining children's views may not be easy, a range of strategies will be needed.
- Accurate assessment helps identify children's strengths and possible barriers to learning.
- The key person and setting manager/SENCo work in partnership with parents/carers and other agencies to involve the child wherever appropriate.
- Children are involved at appropriate stages of the assessment and to their level of ability.
- Establishing effective communication is essential for the child's involvement.

SEN action plan

- **Child Profile (Gruffalo form) & IEP**, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
- A review date (at least termly) should be agreed with the parents/carers so that the child's progress can be reviewed against expected outcomes and next steps agreed.
- A copy of the plan is stored in the child's file so that any other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
- If a child requires specific medical interventions during their time in the setting, **Health care plan form (Health Policies)** should also be completed and integrated into the general plans to ensure the child's medical needs are known and safely met.

- The action plan should provide an accessible summary of the child's needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

Drawing up a SEN action plan

- If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo/setting manager should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
- Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
- **Child Profile (Gruffalo form) & IEP**, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
- Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
- The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child. Effective planning at this stage should help parents and children express their needs, wishes, and goals:
 - focus on the child as an individual and not their SEN label
 - be easy for children to understand and use clear ordinary language and images, rather than professional jargon
 - highlight the child strengths and capacities
 - enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - tailor support to the needs of the individual
 - organise assessments to minimise demands on families

- bring together relevant professionals to discuss and agree together the overall approach
- If the child fails to make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

Record keeping

If a child has or is suspected of having a SEN, a dated record should be kept of:

- the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). **Child Profile (Gruffalo form) & IEP** can also be used for this purpose drawing information from other sources
- the initial discussion with parents/carers raising the possibility of the child's SEN
- the views of the parents/carers and other relevant persons including, wherever possible, the child's views
- the procedures followed regarding the Code of Practice to meet the child's SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
- evidence of the child's progress and any identified barriers to learning
- advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

Records may include

- observation and monitoring sheets
- expressions of concern
- risk assessments
- access audits (Health & Safety Policies)
- health care plans (including guidelines for administering medication)
- SEN action plans
- meetings with parents/carers and other agencies
- additional information from and to outside agencies
- agreements with parents/carers
- guidelines for the use of children's individual equipment; Early help CAF referrals

- referral to the local authority identifying a child's special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHC plan

Seeking additional funding/enhanced/top up

If the child's needs cannot be met from within the setting's core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority's inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

Statutory education, health and care (EHC) assessment and plan

Statutory assessment

- If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
- If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child's needs cannot be met within the resources normally available to the early years setting.
- Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
- When a child's needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
- The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.
- Settings should prepare by collating information about the child's SEND including:
 - documentation on the child's progress in the setting
 - interventions and support provided to date
 - evidence of external agency assessment, support and recommendations
 - parent/carer views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

- The local authority must inform the child's parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child's parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must then inform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
- If the local authority decides that a statutory EHC plan is not necessary, it must notify the parents/carers and inform the provider, giving the reasons for the decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.
- If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents/carers in the preparation of the plan ensuring that their views and their child's preferences are considered and that plans describe positively what the child can do and has achieved to date.
- Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents/carers have the right to request a particular provision for their child to be named within their EHC plan.
- If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
- Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child's parents/carers must be fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

External intervention and support

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

Further guidance

[SEND Code of Practice: 0 to 25 years](#) (DfE and DoH 2015)

When Parents/Carers Disagree with our assessment of SEN Needs

Policy Statement

Our setting is committed to providing inclusive, high-quality early years education. We recognise that some children may require additional support due to Special Educational Needs (SEN). This policy sets out how we respond when parents do not believe their child has SEN needs, but professional observations indicate otherwise.

Legal Framework

This policy is informed by:

- **Children and Families Act 2014**
- **SEND Code of Practice 2015 (Statutory Guidance)**
- **Equality Act 2010**
- **Early Years Foundation Stage (EYFS) Statutory Framework**

Principles

- **Child-Centred Practice:** The child's safety, wellbeing, and learning are paramount.
- **Partnership with Parents:** We respect parental views and aim to build trust and collaboration.
- **Evidence-Based Decisions:** Observations, assessments, and professional advice guide our actions.
- **Inclusive Provision:** We strive to meet diverse needs within our resources.
- **Fairness and Transparency:** Clear procedures are followed to avoid discrimination or misunderstanding.

Identification of SEN Needs

- Staff will observe and record concerns regarding a child's development, behaviour, or learning.
- Concerns will be discussed with parents in a sensitive, supportive manner.
- Where appropriate, referrals may be made to external professionals (e.g., speech and language therapists, health visitors).
- The setting's **SENCo** will coordinate support and liaise with external agencies.

When Parents Disagree

If parents do not believe their child has SEN needs:

- We will continue to share evidence and observations with parents.
- Parents will be invited to meetings to discuss progress and strategies.
- We will explain the impact of unmet needs on the child's access to learning and safety.
- We will signpost parents to independent advice and support services.

One-to-One Support

- If a child requires one-to-one support to safely access provision, this will be discussed openly with parents.
- Where funding or staffing cannot sustain this level of support, we may need to **reduce the child's hours** or, in exceptional cases, **terminate their place**.
- Such decisions will only be made after consultation with the **Hampshire Inclusion Team** and careful consideration of the child's needs.

Involve ment of Hampshire Inclusion Team

- The Hampshire Inclusion Team will be contacted for guidance and support.
- They may provide strategies, mediation, or additional resources.
- Their involvement ensures decisions are consistent with local authority guidance and inclusive practice.

Communication and Documentation

- All discussions with parents will be documented.
- Parents will receive written notice of any changes to hours or placement.
- Records will be kept securely in line with GDPR and safeguarding requirements.

17. Transition to school

EYA Policy Template Reference 09.14

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher (if known).
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools to open lines of communication where these have not previously existed.
- Details of the school's transition or settling in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents/carers and children. ***Schools generally send welcome booklets to the children joining them, as well as to Little School so that staff can share with the children who are moving on to school.***
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child's transition to school.
- A child's learning journey record is forwarded to the school along with other information that will aid transition and settling in. Parents/carers receive a copy of this.
- Any action plans relating to a child's additional needs are also shared, where this is in place. ***A Transition meeting will be arranged for children who will need extra support in school, to be attended by our SENCO, Reception class teacher and/or head teacher of the new school, and parents/carers.***
- Other formal documentation such as safeguarding information is prepared in line with procedure Transfer of records (**Record Keeping Policy**).

Partnership with parents

- Key persons discuss transition to school with parents and set aside time to discuss learning and development summaries. Parents/carers are encouraged to contribute to summaries.
- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

18. Progress check at age two

EYA Policy Template Reference 09.15

- ***Family incorporates a Two Year Progress Check function which covers communication skills, personal, social and emotional development, and physical development under the following curriculum headings; The window to our world, Moving muscles (and pivots), Magnificent me, Brilliant books and sensational songs, and Confident communicators.***
- The key person is central to the progress check and must be the person completing it.
- Settings should take guidance from their local authority as to when the progress check at age two is completed; if no such guidance is provided, the progress check is ideally completed when the child is between 26 and 30 months old. The child should be attending the setting for at least 1 term before the check is completed. ***The minimum age for children to start Little School is 30 months.***
- Once the timing of the child's progress check is confirmed, parents/carers are invited to discuss their child's progress at a mutually convenient time.
- The setting must seek to engage both parents/carers and make allowance for parents/carers who do not live with their child to be involved.

Completing the progress check at age two

- On-going observational assessment informs the progress check and must be referred to.
- Children's contributions are included in the report. Staff must be 'tuned in' to the ways in which very young children, or those with speech or other developmental delay or disability, communicate.
- Where any concerns about a child's learning and development are raised these are discussed with the parents/carers, the SENCo and the setting manager.
- If concerns arise about a child's welfare, they must be addressed through **Safeguarding children, young people and vulnerable adults** procedures.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development

- to enable educators to understand the child's needs and, with support from educators, enhance development at home
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)

CHILD PROTECTION EXPRESSION OF CONCERN FORM

This form should be completed when there is cause for concern, and given to your Designated Safeguarding Lead as soon as possible.

DETAILS OF PUPIL

Child's name:

Child's Date of Birth:

DETAILS OF THE PERSON REPORTING CONCERNs

Full Name:

Post:

SECTION A

Date and time of the incident/disclosure:

Location of incident/disclosure:

Date this form was completed:

Other persons present:

SECTION B

Details of the concern/disclosure/incident:

(What was said, observed, reported)

Action taken:

(What did you do following the incident/disclosure/concern?)

Any other relevant information:

Signed:

Print name:

Date:

FOR COMPLETION BY THE DESIGNATED SAFEGUARDING LEAD (DSL)

DSL Response:

Action taken by the DSL:

Rationale for decision making/actions taken:

Outcome of action taken by DSL:

Follow up action by DSL:

Feedback given to person reporting the concerns:

Signed by DSL:

Print name:

Date:

This form replaces 06.1b and 06.1c (Early Years Alliance Policies and Procedures)