Wincle CE Primary School

Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

'Shine Like Stars' Philippians 2:15

Early Years Policy	
Date updated:	**Brief summary of changes:**
November 2026	Policy reviewed and changes made are highlighted.

Introduction

The early years are a critical stage in the development of our children and provide the foundation upon which children build the rest of their lives. Children develop rapidly during this time in many areas including physically, intellectually, emotionally and socially. A child's experience in the early years has a major impact on their future development and at Wincle School, we take this great responsibility very seriously.

This policy covers our Preschool and Reception cohorts.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

Legal Framework

This policy has been developed with regard to the following legislation, statutory guidance and frameworks:

- **Childcare Act 2006**
- **Early Years Foundation Stage (EYFS) Statutory Framework (2024)**
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2015)**
- **Equality Act 2010**
- **Data Protection Act 2018** and the **UK General Data Protection Regulation (UK GDPR)**
- **Keeping Children Safe in Education** (current edition)
- **Working Together to Safeguard Children** (current edition)

The school is committed to meeting its statutory duties and ensuring that all children receive a high-quality early years education in a safe, inclusive and supportive environment. This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Equality Information and Objectives, Behaviour Policy, Health and Safety Policy and Supporting Children with Medical Conditions Policy.

Structure of the EYFS at Wincle C of E Primary School

We have a Preschool on site which can have up to 14 children. We take from 2 years and the Preschool is open between 8.45am and 3.15pm. The preschool operates in accordance with the staffing ratio requirements set out within the current EYFS Statutory Framework.

We have a Reception cohort which share a classroom with Year One and Year Two pupils. This class has a full-time teacher and 1 full time teaching assistant.

Safeguarding and Welfare

At Wincle CE Primary School, the safety and welfare of all children is our highest priority. We are committed to providing a secure, caring and nurturing environment in which children can learn, develop and thrive.

We adhere to the safeguarding and welfare requirements set out in the **Early Years Foundation Stage (EYFS) Statutory Framework** and implement safeguarding procedures in line with the school's **Safeguarding and Child Protection Policy**, **Keeping Children Safe in Education (KCSIE)** and **Working Together to Safeguard Children** guidance.

All staff working within the Early Years Foundation Stage receive appropriate safeguarding training and understand their responsibilities to protect children from harm. Staff are vigilant in identifying signs of abuse, neglect or concerns relating to a child's welfare and know how to report concerns promptly in accordance with school procedures.

The school ensures that:

- Appropriate risk assessments are undertaken to provide a safe learning environment.
- Suitable recruitment and vetting procedures are followed for all adults working with children.
- Staff-to-child ratios meet the requirements of the EYFS Statutory Framework.
- Children's health, safety and wellbeing are promoted at all times.
- Medicines, accidents, first aid and intimate care are managed in accordance with school policies and statutory guidance.
- Attendance is monitored and any concerns regarding a child's welfare are followed up appropriately.
- Online safety is promoted through age-appropriate teaching and supervision.

We work closely with parents, carers and external agencies to ensure that children receive the support they need and that any safeguarding concerns are addressed quickly and effectively. All safeguarding concerns are taken seriously and acted upon in the best interests of the child.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads provide support and advice to staff and ensure safeguarding procedures are implemented effectively throughout the Early Years provision.

Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:
· Communication and language
· Physical development
· Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:
- Literacy
· Mathematics
· Understanding the world
· Expressive arts and design

Planning

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered. Medium term plans set the learning intentions for the half term and cover all areas of learning.

A DfE validated systematic synthetic phonics programme is delivered daily. At Wincle, we choose to use Bug Club Phonics alongside White Rose Maths for Maths sessions.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Children experience a wide range of activities with PE lessons for both Preschool and reception, and weekly Forest School sessions for Preschool.

Assessment

At Wincle CE Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and are recorded on Tapestry, which shows each child's achievements, interests

and learning styles. It displays photographs, observations, and comments from the teachers, parents and children to help us build a picture of each child.
Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
· Meeting expected levels of development
· Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. Assessment judgements are informed by ongoing professional observations and may be supported by non-statutory guidance such as Development Matters. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents meeting are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term, parents receive a written report to summarise the child's achievements against the ELGs.

Transition

At Wincle C of E Primary School, we aim to make the transition from preschool to school, and from the Foundation stage to Key stage one, as smooth as possible providing the child with a smooth, consistent transition.

Children who attend the Preschool have already met the staff and know the school building well. There are many opportunities for the children to work and learn alongside the EYFS in school. Throughout the year, staff meet to discuss the children's needs and work on collaborative projects.

Where appropriate, transition arrangements may include home visits, school visits, meetings with parents or other transition activities.

Later in the summer term, we have mornings or afternoons when the children come for their school visits, working and playing alongside other pupils in school. We have a meeting with the new parents to discuss the foundation stage and ask the parents to help fill out a questionnaire about their child's interests which can then inform our planning. The school staff also visit each new Reception child at home.

When the children move from the foundation stage to key stage 1, they stay within the same classroom. Work is differentiated to suit the child's ability rather than age. Children who are still working within the EYFS in year 1 can still access the EYFS curriculum.

Inclusion-Providing Effective Opportunities for all Pupils

At Wincle C of E Primary School, we consider it very important that each child has their individual requirements met. We aim to develop an inclusive ethos and environment. The children are provided with learning opportunities relevant to their ability to enable them to progress and achieve positive outcomes.

The school complies with the Equality Act 2010 and the SEND Code of Practice 2015 and seeks to ensure all children can access a broad, balanced and ambitious curriculum.

Special Educational Needs and Disabilities (SEND)

At Wincle CE Primary School, we are committed to providing an inclusive environment in which all children can achieve their full potential. We recognise that some children may require additional support to access the Early Years Foundation Stage curriculum and to make progress in their learning and development.

Early identification of children's needs is a priority. Staff closely monitor children's progress through ongoing observation and assessment and work together with parents and carers to identify any emerging concerns as early as possible. Where additional needs are identified, appropriate support and intervention will be planned and reviewed regularly.

The school follows the principles of the **SEND Code of Practice: 0 to 25 years (2015)** and uses a graduated approach of **assess, plan, do, review** to support children with special educational needs and disabilities. Support may include adapted teaching strategies, targeted interventions, specialist resources, environmental adaptations, or additional adult support where appropriate.

The Early Years staff work closely with the school's Special Educational Needs Coordinator (SENCO), parents and carers, and, where necessary, external agencies such as:

- Educational Psychology Services
- Speech and Language Therapy Services
- Occupational Therapy Services
- Health Visitors and Community Paediatric Services
- Cheshire East SEND Services and other specialist support agencies

We believe that all children should have equal opportunities to participate in the full life of the setting. Reasonable adjustments will be made where necessary to ensure that children with disabilities or additional needs are able to access learning opportunities, activities and experiences alongside their peers.

Partnership with parents and carers is central to effective SEND provision. Parents are involved in identifying needs, planning support and reviewing progress to ensure that children receive appropriate and consistent support both at school and at home.

Where a child has an Education, Health and Care Plan (EHCP), or is undergoing statutory assessment, the school will work closely with families and external professionals to ensure that provision meets the child's identified needs and outcomes.