



EARLY YEARS FOUNDATION STAGE POLICY

THIS POLICY APPLIES TO MILLFIELD EYFS

The Early Years Foundation Stage (EYFS) at Millfield Pre-Prep School consists of the Pre-School (Frogs: 3+ pupils and Tadpoles: 2+ pupils) and Reception Class: 4+ pupils.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

Child Development

In the EYFS we recognise that every child is a competent learner who can become resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, celebration in assemblies and in class circle times, this encourages children to develop a positive attitude to learning. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional is deemed to have equal importance.

Inclusive Practice

Our ENCO is the Head of Pre-Prep. Our whole school SENCO is Sarah Hutchinson.
Under the Equality Act of 2010:

We value the diversity of individuals within the EYFS and all children are treated fairly regardless of their race, gender, qualities, unique attributes, religion or abilities. All children and their families are valued within our School.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and styles.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Promoting a safe and supportive learning environment in which the contribution of all children is valued.

- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.
- Encouraging parents to become involved in observations on their children at home and comparing them to observations within the setting.

Keeping Safe

It is important to us that all children in the department are 'safe'. We have a very secure Pre-Prep site that is surrounded by fences with controlled gates. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. This applies in particular when the children are outside of Pre-Prep site and accessing the wonderful facilities on the rest of the main campus. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

Health and Well-being

We understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and the Safeguarding Vulnerable Groups Act 2006 where it refers to the Disclosure and Barring Service. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Report any member of staff who has been disqualified or has left before they had been made to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their individual needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

Respecting Each Other

In the EYFS we recognise that children learn to be strong and independent and form secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Working with Parents

We value the concept of working closely with families to create a fluid transition from home to setting and back again.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We encourage parents to become more involved in observations on their children at home and compare them to the observations we have noted.

We do this through:

- Talking to parents about their child before their child starts at our school.
- Giving the children the opportunity to spend time with their Form Teacher/Key Person before starting at our school during induction sessions.
- By inviting parents to parent/Key Person meetings and Parent Social Evenings.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their child's 'Learning Journey' files on request.
- Sending home, a report on their child's attainment and progress at the end of the Reception year and a progress summary at the end of the Frog year
- By completing and discussing the 2-year check with parents within the year that the children are 2.
- Encouraging parents to talk to their child's Key Person if there are any concerns, (this can be via email or face to face.)
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: fund raising days, themed activity days, book week, concerts including Harvest Festival, Nativity and Summer concert, Sports Day.
- Using our Pre-School Golden Moments diaries for parents and EYFS Staff to leave comments relating to the children's experiences. We use these books to help communication between child, parent and Key Person and it builds up a wonderful record of the children's achievements.
- Providing parents with information about activities in school via our weekly newsletter, Facebook and displays.
- Using information boards to inform parents of a particular focus or interest that we are enjoying in the Pre-School or the Reception. We encourage parents to share these with the children and to bring things in to support and/or to follow the interests up at home (helping to support the fluidity.)
- We have notice boards that display copies of letters etc. that have been sent home.
- There is a parent portal for parents to access policies, letters and reports related to their specific child/ren.

Supporting Learning and the role of the Key Person

All staff involved with the EYFS aim to develop strong and valuable relationships with all children, interacting positively with them and taking time to listen to them. The EYFS at Millfield Pre-Prep School operates a 'Key Person' system for all children. Each child is assigned a Key Person and we inform parents of the name of the Key Person and explain their role. The Key Person helps to ensure that every child's learning and care meets their individual needs. The Key Person's role is also to support parents and carers in guiding their child's development at home and to engage with more specialist support if necessary.

The Wider Context

We aim to work successfully with families and outside professionals through:

- Supporting transition within the setting by focusing on the child and their family.
- Gathering information from families specific to the child's interests and experiences.
- Working closely with professionals and outside agencies to meet the needs of individual children.
- Learning about the child's local community and home environment.

Enabling Environments

Within our EYFS setting at Millfield Pre-Prep School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning/Supporting Every Child

Planning within the EYFS follows the children's interests. EYFS Staff are skilled at observing children to identify their achievements, interests and to identify next steps in learning. These observations lead the direction of our planning. Adult-led activities and child initiated play provisions are designed after monitoring the children's needs and interests. Our short-term activity planning aims to foster the children's interests, developing a high level of motivation for the individual learner.

Formative assessments of children's learning inform everyday planning and is based on ongoing assessment of each child's achievements, interests and learning styles and we use this information to ensure that future planning reflects the identified needs.

All EYFS Staff observe the children in many ways: 'caught moments', planned observations and evaluation of teacher led activities. Evidence is collected through the 2 Create a Profile data based where it is stored and monitored by the children's Key Person and the EYFS coordinator. We print out half-termly and termly reports as reviews and then next steps are created.

We also use this data to look at observations across the board and monitor which areas need extra focus, which areas are making the most progress and to identify specific children who need additional support. These files also contain information provided by parents and other settings.

Children with **English as an additional or second language** will be supported as much as possible. We will arrange for advice from the County EAL advisor and will source a range of books in the home language. We also have access to both teaching staff and overseas boarders who speak a wide range of languages and can help us to support the child. We will encourage an understanding of cultural differences and support the child to share their home language with their peers.

EYFS Profile and Reporting to Parents

The children's profiles should be a shared document between child, parents and Key Person and at Millfield we work hard at making this work. Parents are invited to discuss and share their child profiles whenever they wish and we make sure that children are involved in celebrating their achievements as they are put into the 2 Create a Profile data base.

At the end of the Reception year, we produce a detailed written summary of the children's attainment against the early learning goals (ELGs). For each ELG it will state if the child is:

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

The written report will also:

- State the child's attainment against the ELGs
- Summarise attainments in all areas of learning
- Comment on general progress, including the characteristics of effective learning
- It will also encourage parents to come and discuss the profile with the Key Person if they wish.

The reports will:

- Be specific to the child
- Be concise and informative
- Help to identify appropriate next steps.

Within the final term of Reception, we provide an opportunity to discuss each child's progress with parents based on the ELGs and this information will then be formatted into the child's final report as outlined above. The report goes to parents prior to the end of term to allow time for any queries or concerns to be addressed. This information is also shared with the child's Year 1 teacher before they start within Year 1, supporting the transition from Reception to Year 1, making it simple and smooth.

Two-Year Check

Key Persons will provide parents and carers of children aged between two and three with a short, written summary of their child's development in the Prime Areas of Learning. A child's strengths will be identified, as will any areas where progress is less than expected and which may indicate a special educational need or cause for concern.

Where a child is at two different settings the 'main' setting should complete the assessment with the support of others involved. This should be monitored and organised by the Key Person and the EYFS coordinator.

The Learning Environment

The EYFS learning environment, both indoors and outdoors, is arranged to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children can find and locate equipment and resources independently. This has a positive effect on the children's development. The children have ample opportunity to explore, use their senses and be physically active and exuberant.

Learning and Development

We recognise that children have different learning styles and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Activities are planned for both the inside and outside environment and children can move between the indoor and outdoor classroom throughout the day.

Playing and Exploring

We provide an environment with:

- Stimulating resources which are accessible, open ended and can be used and combined in a variety of ways and are relevant to the children's interests
- Flexible space indoors and outdoors to explore, build and move
- Limits to noise
- Order and visual calm to aid concentration
- Resources which a child can move, change and affect
- Challenges appropriate to the development of the children

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and Thinking Critically

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and can move them around the environment in order to extend their learning.

Areas of Learning and Development

There are seven areas of learning and development that shape the provision in our EYFS setting.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Children will also be supported in the four specific areas, through which the Prime Areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive Arts and Design

We deliver learning for all the areas through purposeful play and learning experiences with a balance of child initiated and adult led activities.

The Prime Areas

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose resources they need for their chosen activity. They say when they do or do not need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and can take charge of routine in their stride.

Making relationships: children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings and form positive relationships with adults and other children.

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about event that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including going to the toilet and dressing independently.

The Specific Areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 – 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.

Shape, space and measure: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one and another. They make observations of animals and plants and explain why some things occur and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and mediums: children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role-play and stories.

Safeguarding Policy

Please refer to our whole school safeguarding Policy on the Xtranet. This takes into consideration our responsibility under the Safeguarding Vulnerable Groups Act 2006.

EYFS Risk Assessments

EYFS Risk Assessments are on the Xtranet under the Pre-Prep section: Risk Assessments.

Although the Statutory Framework for the EYFS has removed the requirements to produce written Risk Assessments, we feel that it is important to continue to produce them and hold them in a central database. All risk assessments are also sent to the Head of Pre-Prep for her approval.

First Aid Policy

Please refer to the whole school First Aid Policy on the Xtranet.

All EYFS practitioners have current Paediatric First Aid qualifications and one will always accompany children on outings. All other staff in Pre-Prep have completed an emergency first aid course which is updated regularly.

As a provider we will report any serious accidents, injuries or death to the Child Protection Agency should they occur.

Administration of medicines

Medical staff will administer all prescribed medication. Parents are required to take and collect medicines from the medical centre. Parents *must* inform staff at the medical centre, or key person in writing if their child has had any medication prior to coming to school that day.

EYFS Supervision of Children Policy

Please see separate EYFS/KS1 supervision policy on the extranet.

Complaints Procedure

Please refer to the whole school Complaints Procedure on the Xtranet.

Centralised Register

The Centralised Register, detailing all EYFS Staff, is held by Millfield HR Department.

Missing/Lost Child Procedure

In the event of a child going missing on-site the procedure is as follows:

- Check absentee list/register in office
- Check with Pre-Prep Office/Medical Centre
- Explore all other reasons for absence - music lessons, speech and drama etc.
- Head of Pre-Prep and/or EYFS Co-ordinator to be informed of missing child by member of staff who was in charge of the missing/lost child, as soon as practically possible
- Form Teacher or TA to remain in area from which child has gone missing
- Year groups to stay with remaining members of staff
- A search should to be initiated of immediate area using other members of staff as appropriate, photograph of missing child should be circulated if available
- Check exits, toilet areas, hall, class room, outdoor area/equipment
- HOD/Pre-Prep Office/Medical Centre/Head or Deputy to be informed immediately child is found
- Head of Pre-Prep or EYFS Co-ordinator to contact parents of missing child and the Police no later than 1 hour after the reported absence and sooner if the circumstances give greater cause for concern

In the unlikely event of a child going missing outside the Pre-Prep (i.e. off-site) the procedure should be as follows:

- As soon as a child goes missing a search will be started immediately
- Form Teacher or TA to remain in area from which child has gone missing
- A search should to be initiated of immediate area using other members of staff as appropriate, photograph of missing child should be circulated if available
- Check exits, common areas, toilet areas, outdoor area/equipment
- Staff at visit venue to be informed
- Police to be contacted promptly by Form Teacher or TA who was with the child, after thorough search, with details of where you are/next of kin of child/description of child including age, sex, clothing, circumstances of disappearance/length of time child has been missing/where they were last seen/who is looking for the child. Staff to continue search until advised otherwise by police
- Staff not involved in search to reassure remaining children and remain calm.
- Head of Pre-Prep or EYFS Co-ordinator to be contacted as soon as is practical to be informed of the situation
- Head of Pre-Prep or EYFS Co-ordinator to inform parents of missing child of the situation and explain the procedures that have been carried out so far by Pre-Prep Staff
- Risk assessment to be updated by HOD should an incident occur and the incident to be documented on incident form for H&S Officer

Uncollected Child Procedure

If a child is not collected by an authorised adult at the end of a session/day, the Pre-Prep will put into practice agreed procedures. These will ensure the child is cared for by an experienced and qualified member of staff who is known to the child. We will ensure that the child receives a high standard of care to cause as little distress as possible. Parents/carers are aware of our procedures so that if they are unavoidably delayed they will be reassured that their child will be properly cared for.

General information:

- Parents provide us with their work, landline and mobile contact numbers
- They also provide us with contact details of other adults authorised by them to collect their child from school
- Parents provide us with details of any changes to collection arrangements and supply a photograph or description of adult if necessary
- Parents are required to inform the school office/afterschool care supervisor of any changes to the norm
- Parents are informed that in the event of children not being collected by an authorised adult within one hour of the finish of after school care then staff can no longer supervise the child on school premises

Procedures:

- Records and messages are checked for information about changes – class diary, late club phone, office etc.
- Parents/carers are contacted at home/mobile
- If unsuccessful, any other authorised adults will be contacted
- The child does not leave the school premises with anyone other than parent or authorised person on file
- Following unsuccessful attempts to make contact if no one collects the child one hour after school care has ceased the Head of Pre-Prep or Pastoral Coordinator will contact children's social services care team or the duty officer, 0845 345 9122
- The child will remain with staff at Hollies House until the child is either safely collected by parent or by a social worker
- Social care services will aim to locate the parent
- Under no circumstances should staff go to look for a parent nor should they take the child home with them
- A full written report of the incident will be recorded in the child's file

Releasing children into the care of unknown people

Millfield Pre-Prep Staff **will not** usually release a child into the care of someone not appointed for that child, i.e. an unknown person. Pre-Prep Staff ensure that they are familiar with any authorised person due to collect a child, by meeting them or seeing a photo of them, prior to collection of a child being carried out. *In extreme circumstances parents may request release to an unfamiliar person and in this instance, they will be given a password over the phone which must then be used on collection. The HOPP, deputy HOPP or EYFS coordinator must speak to the parent in order to authorise this and record the action taken.*

Equal Opportunities

Please refer to the Equal Opportunities Policy on the Xtranet. This takes into consideration our responsibility under the Equality Act 2010.

EYFS Behaviour Management

Please refer to the EYFS Behaviour Management Policy on the Pre-Prep section of the Xtranet. The New Statutory Framework for the EYFS has removed the requirements for having a Behaviour management policy and procedures. We feel that it is beneficial for us to continue with this in line with policies across the rest of the school.

Disciplinary and Competency Procedures

Please refer to the MPS Staff Handbook on the Xtranet. This takes into consideration our responsibility under the Safeguarding Vulnerable Groups Act 2006.

Staff taking medication or other substances

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for the children. Staff taking medication, which they believe may affect their ability to care for children, should seek medical advice and must be signed back into work by a doctor. Practitioners will only work directly with children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly. Staff medication on the premises must be securely stored in the first aid cupboard in the staff room and out of reach of children. If staff performance or attendance at work is affected because of alcohol or drugs, or we believe staff have been involved in any drug related action/offence, they may be subject to disciplinary action and, dependent on the circumstances, this may lead to dismissal.

EYFS Health and Safety

Please refer to the Health and Safety section on the Xtranet.

In addition, all EYFS Staff have a day-to-day responsibility for the health, safety and welfare of children in the EYFS. They must report any concerns to the Head of Pre-Prep and/or EYFS Co-ordinator immediately. EYFS Staff have a daily responsibility for inspecting classrooms, play areas and equipment used. Health and Safety is on the agenda of every staff meeting.

Nappy Changing Arrangements

Please refer to Toileting and Intimate Care Policy

Please also refer to the Risk Assessment for Nappy Changing on the Xtranet.

Healthy Eating

In the EYFS we aim to encourage and develop children's skills so they can make informed choices about food and drink. We help them to develop positive attitudes towards diet and health. Our snack times, cookery activities and lunchtimes promote healthy eating and drinking. EYFS Staff support and encourage good table manners at snack and mealtimes. We provide full cream milk and

water at snack times, in addition to our Drink Stations. A variety of individual diets and/or allergy needs can be catered for.

Professional Development

In the EYFS we aim to raise the quality of our provision by encouraging and supporting the professional and personal development of the EYFS Staff. Training is provided via SCIL (Somerset Centre for Integrated Learning), IAPS courses, local cluster groups, and individual speakers, as well as whole school Inset.

The 10 Gems Programme at Millfield Pre-Prep School

The programme consists of 10 exercises that work through the primitive reflexes.

1. Body awareness	2. Rolling
3. Gliding on the stomach	4. Unilateral flip flops
5. Cross pattern flip flops	6. Stomach crawling
7. Rocking	8. Unilateral crawling on hands and knees
9. Cross pattern crawling on hands and knees	10. Cross pattern walking

Pre-School integrate the programme into their daily activity.

Reception children will also work through the programme daily.

Forest School at Millfield Pre-Prep School

Pre-School and Reception children take part in Forest School activities each week. All activities and the site is risk assessed. Please see separate Forest School risk assessment.

Introduction to Pre-School

Parents and children are invited for several sessions towards the end of the Summer Term (which coincide with Pre-School to Reception visits). Parents are invited to stay for the first session, leave after settling in their child on the second and on the third visit they leave their child for the duration of the afternoon.

On their last session they will be given a 'box' to make a collection of their favourite things and photographs of family during the holiday, which can then be shared at the beginning of the new term. They also receive an 'All about Me' booklet to complete in order to share useful information with staff.

Children joining Pre-School and Reception classes throughout the academic year will be invited to several taster sessions prior to their start date. There will also be a School Readiness chat for parents.

Session booking

Tadpoles and Tiddlers (2+ years) must book a **minimum of two sessions on separate days**. Once a child transfers into the Frog room this increases to a **minimum of 3 sessions on separate days**. This ensures some continuity and familiarity with the setting for the child, and helps staff when planning coverage of the EYFS curriculum. Please refer to our fees list for charges.

Entitlements - 15/30 hours funding

Somerset offers a maximum of 570 hours per year of Early Years Entitlement (EYE) for all three and four year olds. We are open for 33 weeks of the year, so the most any parents can claim through us is 495 hours. There are also a further 495 hours available to three and four year olds for qualifying families. These hours can be claimed flexibly in our setting and throughout the 33 weeks of the year. There is no minimum entitlement per day, but the maximum hours per week that may be claimed is 15. For those families qualifying for the additional entitlement, the maximum number of hours which may be claimed each week is 30.

<https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Millfield Pre-Prep are able to pass on the Early Years Funding Formula base rate currently worth £4.21 an hour, to be reviewed in April 2019. This is your free funding entitlement, free to all parents at the point of delivery. It covers the *basic delivery* of the EYFS curriculum.

Our Pre-School provision is sessional and the free funding can be accessed between the hours of 8.20am until 3.15pm, depending on availability of places. Please refer to our sessional charges on our published fees sheet for further information. We require a deposit of £100, which is returned when your child leaves the school.

Our sessional rate is more than the funded allocation as we provide qualified swimming teachers, specialist music, forest school and languages staff, qualified teacher input into the EYFS provision and a wide range of high-quality facilities, which the children use regularly. Our sessional rates also include healthy, nutritious lunches and snacks (unless otherwise stated). You will be charged extra for this provision and for the use of the school facilities. If you do not wish to pay the sessional rate, your child will not be eligible for any of these additional activities and facilities.

After school care is charged as an additional extra for all pupils and runs from 3.15 to 5.15 for under 3's and until 6pm for all other children. All additional charges are outlined on our fees sheet.

To claim the EYE funding, we will require additional information from you, plus a completed Parent Declaration form.

Transition from Pre-School to Reception

Pre-School children become familiar with the rest of the Pre-Prep staff, children and environment through daily contact during playtimes, assembly, lunchtimes etc. They will also spend one morning a week in the Reception class in the summer term.

During the Summer Term the Pre-School children visit Reception on several occasions to enable them to be increasingly familiar and confident in their new surroundings. On their last session they will be given a project to make a collection of their favourite things/photographs of family during the holiday, which can then be shared at the beginning of the new term.

EYFS Staff

Our **EYFS Co-ordinator, EYFS Behaviour Management Practitioner and Reception Form Teacher** is Mrs. Lucy Smith. **She will also act as Deputy for EYFS in the absence of the Head of Pre-Prep.**

The **Deputy EYFS Co-ordinator** is Mrs. Alison Blasdale.

Our **Pre-School leader and Early Years Practitioner** is Mrs Charlotte Cocks.

Other **Early Years Practitioners in Pre-School** are Mrs. Zoe Wickham, Miss Amy Bishop and Mrs Emma Lovelace

Mrs Gill Taylor and Mrs Becci Landrock are **part time Early Years Assistants** within the pre-school.

Our **Early Years Practitioner in Reception** is Mrs. Emma Luxford.

After school care is run by EYFS/KS1 Teaching staff on a rota, assisted by Mrs Taylor and Mrs Towner.

Mrs Alison Blasdale is the **Head of Millfield Pre-Prep School** and **EYFS Designated Safeguarding Lead.**

Mrs Tracey Hazel is the **Deputy EYFS Designated Safeguarding Lead.**

Sarah Hutchinson is the whole school **SENCO** and is supported by Jenny Hawkins who works within the Pre-Prep and Junior departments.

Policy owner	AJB/LES
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