1. EYFS Leadership Overview

- EYFS vision and ethos.

At St James', our vision is to provide a **happy, nurturing and stimulating Early Years environment where every child feels safe, valued and ready to learn**. We recognise that every child is unique and aim to develop confident, curious and independent learners who have a strong sense of identity, belonging and self-worth.

Our bespoke EYFS curriculum is carefully designed around the needs, interests and experiences of our children. We recognise the importance of the **prime areas of Communication and Language, Personal, Social and Emotional Development and Physical Development** as the foundations upon which future learning is built. Alongside these, we provide rich and meaningful experiences across Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Communication and language are at the heart of our curriculum. We provide a vocabulary-rich environment where high-quality interactions, stories, rhymes, discussion and carefully introduced vocabulary help children develop the confidence to communicate their thoughts, ideas and feelings. Adults model high-quality language throughout both taught sessions and continuous provision, encouraging children to listen, question, explain and engage in purposeful conversations.

We believe children learn best when they are **actively involved in their learning**. Our carefully planned indoor and outdoor continuous provision gives children opportunities to explore, investigate, create, problem-solve and revisit their learning independently. Adults know our children well and use their interactions, observations and knowledge of individual needs to extend learning and provide appropriate support and challenge.

Developing positive relationships and emotional wellbeing is central to our ethos. Our nurturing environment supports children to become increasingly **independent, resilient and confident**, while learning to recognise and regulate their emotions, build positive relationships and understand the feelings and needs of others.

We place a strong emphasis on **early reading, phonics, vocabulary and a love of books**, recognising these as essential foundations for future learning. Children experience a wide range of high-quality texts, stories, poems, rhymes and non-fiction and are encouraged to talk about what they hear, make connections and use newly acquired vocabulary. Alongside this, children develop their early writing skills and learn to apply their growing phonic knowledge with increasing confidence.

Through carefully planned mathematical experiences, exploration of the natural and wider world, physical activity and opportunities for creativity, music, art, design and imaginative play, we aim to provide children with a **broad, ambitious and engaging curriculum** that builds upon what they already know and prepares them for their next stage of learning.

Above all, our aim is for children to leave Reception as **happy, confident, articulate and enthusiastic learners** who are proud of what they can achieve. We want every child to develop a love of learning, a curiosity about the world around them and the knowledge, skills and confidence they need to flourish as they continue their journey through St James'.

Our children are encouraged to explore, communicate, create, persevere and believe in themselves – building strong foundations for learning and for life.

- EYFS leadership roles and responsibilities.

My Role as EYFS Leader

As EYFS Leader, I am responsible for providing clear leadership and direction for Early Years, ensuring that all children receive a **high-quality, ambitious and inclusive curriculum** that meets their individual needs and provides strong foundations for future learning.

A key part of my role is to ensure that our EYFS vision and curriculum are understood and consistently implemented by all members of the Early Years team. I work closely with staff to maintain high expectations for teaching, learning, behaviour and the learning environment, while ensuring that children feel **safe, happy, valued and confident**.

Key Responsibilities

Curriculum leadership: Oversee the planning, implementation and ongoing development of our bespoke EYFS curriculum, ensuring appropriate progression across all seven areas of learning.

Teaching and learning: Monitor the quality of teaching, interactions and continuous provision, ensuring that learning opportunities are purposeful, engaging and appropriately challenging.

Communication, language and oracy: Promote a vocabulary-rich environment and ensure high-quality adult interactions, stories, discussion and targeted vocabulary development are embedded throughout the curriculum.

Early reading and phonics: Work alongside English and phonics leaders to ensure high-quality phonics and early reading provision, including appropriate intervention for children who require additional support.

Assessment and progress: Maintain an overview of children's starting points, attainment and progress, using assessment effectively to identify strengths, gaps and children who may require additional support or challenge.

Inclusion: Ensure that provision meets the needs of all learners, including children with SEND, EAL, disadvantaged children and those working below or above age-related expectations. Work closely with the SENDCo and other professionals where appropriate.

Learning environment: Ensure indoor and outdoor provision is stimulating, well organised and responsive to children's needs and interests, enabling children to develop independence and apply their learning through purposeful play.

Staff development: Support, coach and develop EYFS staff through regular communication, modelling, professional discussion and relevant CPD, promoting consistency and high expectations across the team.

Monitoring and improvement: Evaluate the effectiveness of EYFS provision, identify priorities for development and implement actions that lead to measurable improvements in children's experiences and outcomes.

Transition: Support effective transitions into Reception and from Reception into Year 1, ensuring appropriate information is shared and that there is continuity in expectations, routines and learning.

Parents and partnerships: Build positive relationships with parents and carers, keeping them informed about their child's learning and providing opportunities for families to support learning at home.

Safeguarding and wellbeing: Ensure safeguarding procedures are followed consistently and that children's wellbeing, relationships and personal development remain central to our provision.

Wider school leadership: Work collaboratively with SLT and subject leaders to ensure EYFS is fully represented within whole-school priorities and that developments in areas such as oracy, reading, writing, behaviour and curriculum are appropriately embedded within Early Years.

Ultimately, my role is to ensure that **every child receives the strongest possible start to their education**, leaving Reception as a confident, independent, articulate and enthusiastic learner who is well prepared for the next stage of their education.

- EYFS staffing structure.

St James' Catholic Primary School, Skelmersdale - Early Years Foundation Stage

- EYFS development priorities.

EYFS Development Priorities

1. **Strengthen phonics and early reading outcomes**
   Ensure consistent, high-quality phonics teaching and closely monitor children's progress, with timely targeted intervention for children at risk of falling behind. Continue developing reading fluency through regular rereading and strong home-school partnerships.

2. **Embed oracy and ambitious vocabulary across the curriculum**
   Continue developing a vocabulary-rich environment through Star Words, high-quality texts, adult modelling and purposeful interactions. Ensure children are given frequent opportunities to explain, question, discuss and use newly acquired vocabulary independently.

3. **Embed the new English curriculum and raise standards in writing**
   Successfully implement *I Am a Clever Writer*, ensuring clear progression from Reception into KS1. Strengthen the link between phonics, vocabulary, oral composition, handwriting and independent writing.

4. **Further develop purposeful continuous provision**
   Ensure indoor and outdoor provision is consistently linked to curriculum intentions and provides appropriate challenge. Increase opportunities for children to independently practise, apply and deepen previously taught knowledge and skills.

5. **Enhance outdoor learning provision**
   Develop the outdoor environment further through high-quality, open-ended resources and carefully planned opportunities for communication, physical development, mathematics, literacy, creativity and investigation.

6. **Strengthen assessment and identification of gaps**
   Ensure assessment is purposeful and manageable and gives staff a clear understanding of what children know, can do and need to learn next. Use this information to identify children who require intervention or additional challenge and evaluate the impact of support.

7. **Improve outcomes for vulnerable and lower-attaining children**
   Maintain a particular focus on the lowest 20%, children with SEND, disadvantaged pupils, EAL learners and children affected by poor attendance or persistent lateness. Ensure adaptations and interventions are specific, timely and evaluated for impact.

8. **Develop consistency in adult interactions and practice**
   Continue supporting all EYFS staff to have consistently high expectations for children's language, independence, behaviour and learning. Use modelling, professional discussion and monitoring to develop the quality of adult-child interactions.

9. **Strengthen fine motor development, handwriting and early transcription skills**
   Continue embedding progressive opportunities for fine motor development and correct letter formation, ensuring children develop the physical skills, pencil control and automaticity needed for successful writing.

10. **Strengthen transition and curriculum continuity between Reception and Year 1**
    Work closely with Year 1 to ensure shared expectations around routines, behaviour, classroom environments, handwriting, phonics, reading, vocabulary and independence, while maintaining developmentally appropriate practice.

11. **Further develop parental engagement**
    Build on your weekly communication around phonics, reading and Star Words so parents understand how they can support learning at home. Continue reinforcing the importance of regular reading and language-rich interactions.

12. **Develop monitoring and evaluation of EYFS provision**
    Establish a clear cycle of monitoring covering phonics, reading, writing, provision, adult interactions, assessment and children's outcomes. Ensure monitoring leads to clear actions and provides evidence of the **impact of EYFS leadership on children's learning and development**.

- Evidence of improvements made and their impact.

Improvement made	Impact
Greater focus on oracy and vocabulary through weekly Star Words linked to high-quality texts. Vocabulary is explicitly taught, revisited daily and shared with parents.	Children are increasingly exposed to ambitious vocabulary and are encouraged to use new words within discussion, play and their learning. There is greater consistency amongst staff in modelling and promoting high-quality language across the curriculum.

Introduction of the new *I Am a Clever Writer* English curriculum, with a strong focus on vocabulary and progressive writing skills.	There is now a clearer and more consistent approach to developing early writing. Children are supported to connect vocabulary, phonics, oral composition and writing, providing stronger foundations for progression into Year 1 and beyond.
Reading books are now kept for a full week, allowing children to reread texts rather than changing books too frequently.	Children have increased opportunities to develop accuracy, confidence and fluency through repeated reading. Parents also have more opportunity to revisit books at home and reinforce children's developing phonic knowledge.
Greater emphasis on parental engagement with early reading, including an expectation that families aim to read approximately four times each week.	Expectations around home reading are clearer. Parents have greater understanding of how to support children with wordless and decodable books and how to reinforce phonics through reading at home.
Children read regularly with an adult in school, with reading books and records brought into school each day.	Staff are able to monitor children's reading more closely, identify difficulties and provide timely support. Regular individual reading also provides opportunities to assess children's application of phonics and developing fluency.
More targeted support for children at risk of falling behind in phonics and early reading, including additional flashcard practice and individual/small-group intervention.	Support is increasingly responsive to individual need. Children who require additional practice receive more frequent opportunities to revisit and consolidate sounds, reducing the risk of gaps becoming embedded.
A more systematic synthetic approach to phonics and letter formation, with sounds and corresponding handwriting skills explicitly taught and revisited.	Children are developing stronger links between hearing sounds, recognising graphemes and forming letters correctly. This supports greater confidence when children begin applying their phonics independently in writing.
Strengthened fine motor provision, including activities involving playdough, cutting, threading, tweezers and other manipulatives.	Children have regular opportunities to strengthen hand muscles, coordination and dexterity. This supports pencil control, letter formation and children's physical readiness for writing.
Development of a more consistent behaviour management approach and shared language across the setting.	Adults communicate expectations more consistently and children experience clearer routines and boundaries. This has supported a calmer learning environment and increased consistency in how behaviour is managed by different adults.
Increased focus on independence within continuous provision. Resources and activities are accessible so children can make choices and engage independently.	Children are increasingly encouraged to take responsibility for their learning, select resources, sustain play and solve problems with less adult dependence.
Review and development of the indoor learning environment to ensure that it supports curriculum delivery and provides continuity with the wider school.	The environment supports children in accessing learning independently and provides opportunities to practise curriculum knowledge and skills. Greater consistency in routines and expectations also supports children's eventual transition into Year 1.

Increased focus on developing outdoor continuous provision, including consideration of more open-ended resources.	Outdoor learning is increasingly viewed as an extension of the curriculum rather than simply a separate play space. Children have greater opportunities to develop communication, physical skills, creativity, problem-solving and collaborative learning outdoors. Further development remains a priority.
Closer consideration of children's individual starting points and needs when planning provision and intervention.	Staff have a clearer understanding of children who require additional support or challenge. Provision and adult interactions can therefore be adapted more effectively to address gaps and move learning forward.
Greater focus on the lowest-attaining children and those experiencing barriers such as persistent lateness.	Staff are more proactive in identifying children who may miss key learning and providing additional opportunities to revisit essential knowledge and skills, particularly within phonics and early reading.
Strengthened communication with parents through regular ClassDojo updates, including weekly texts, Star Words, phonics sounds and information about learning.	Parents have greater visibility of what children are learning each week and are better equipped to reinforce vocabulary, phonics and reading at home. This strengthens continuity between home and school.
Greater emphasis on transition and continuity between Reception and Year 1, including consideration of displays, routines, behaviour expectations and curriculum progression.	Children are being prepared more deliberately for the expectations of Year 1 while maintaining developmentally appropriate EYFS practice. This should support a smoother transition and greater continuity in children's learning.
Increased EYFS leadership focus on monitoring and evaluation, including identifying clear strengths, priorities and next steps for provision.	Developments are becoming increasingly purposeful and linked to children's needs rather than being activity-led. This provides a clearer cycle of identifying priorities, implementing change and evaluating impact.

- **Overall Impact**
- The improvements made within EYFS have created a **more consistent, language-rich and purposeful approach to teaching and learning**. There is an increased emphasis on early reading, phonics, vocabulary, writing and independence, alongside a stronger understanding of the importance of high-quality continuous provision.
- Expectations are becoming increasingly consistent across the EYFS team, with clearer approaches to behaviour, adult interactions, assessment and targeted support. Communication with parents has also strengthened, helping families to understand what children are learning and how they can support this at home.
- The next stage of development is to **evaluate these improvements systematically**, using children's work, assessment information, reading and phonics progress, observations of provision, pupil voice and monitoring to demonstrate their measurable impact on children's outcomes.

- EYFS staff professional development and training.

EYFS staff have all taken part in the following training:

- Safeguarding – all staff
- ShREC training- all staff
- Oracy training- all staff
- EYFS lead- Safer recruitment training

2. Cohort Information and Context – see class summary page

3. Curriculum Intent and Implementation- see separate documents:

- EYFS curriculum overview.
- Long-term curriculum plan.
- Medium-term planning.
- Progression documents for all seven areas of learning.
- Continuous provision overview.
- Enhancements to continuous provision.
- Vocabulary progression and oracy development.

How Our Early Years Curriculum Prepares Children for Year 1

At St James' Catholic Primary School, our bespoke Early Years curriculum is carefully designed to provide children with the knowledge, skills, confidence and independence they need to make a successful transition into Year 1. Our curriculum recognises that school readiness is not simply about academic achievement, but about developing the whole child, ensuring they are emotionally, socially and physically prepared for the next stage of their education.

Our curriculum builds strong foundations across all seven areas of learning, with particular emphasis on the three prime areas: Communication and Language, Personal, Social and Emotional Development, and Physical Development.

1. Communication, Language and Oracy

Communication and language underpin our curriculum. We recognise that children need a secure vocabulary and the confidence to express themselves to access the increasingly demanding curriculum in Year 1.

Through our weekly Star Words, high-quality texts and the ShREC approach, children are encouraged to develop their vocabulary, articulate their ideas, ask questions and respond appropriately to others.

By the end of Reception, we aim for children to:

- Speak confidently in full sentences and explain their thinking.
- Listen attentively and follow increasingly complex instructions.
- Use a broad and developing vocabulary in different contexts.
- Participate in discussions, retell stories and ask meaningful questions.

These skills prepare children for the greater emphasis on verbal reasoning, comprehension and classroom discussion in Key Stage 1.

2. Early Reading, Phonics and Writing

Our systematic synthetic approach to phonics ensures children develop secure foundations in decoding, blending and segmenting. Daily phonics teaching, regular individual reading and targeted interventions support children in becoming increasingly confident readers.

Our literacy curriculum uses carefully selected high-quality texts and our I Am a Clever Writer approach to introduce ambitious vocabulary, develop sentence construction and establish positive attitudes towards writing.

A consistent focus on letter formation, pencil grip and handwriting ensures children develop the physical skills required for increasingly independent writing.

This prepares children for Year 1 by developing:

- Secure phonological awareness and early decoding skills.
- The ability to read and understand increasingly complex texts.
- Confidence in composing and writing simple sentences.
- Correct letter formation and improving handwriting fluency.
- An understanding that writing has a purpose and an audience.

Our approach provides continuity with the English curriculum and handwriting expectations throughout the school.

3. Mathematical Understanding

Our mathematics curriculum, following White Rose, develops a secure understanding of number through practical experiences, mathematical discussion, exploration and problem-solving.

Children are encouraged to develop number sense rather than simply memorising mathematical facts. Through concrete resources, visual representations and purposeful activities, they learn to recognise patterns, explain their reasoning and make connections.

This prepares children for the more formal mathematical learning in Year 1, particularly in number, calculation and mathematical reasoning.

4. Independence and Learning Behaviours

A key priority within our Early Years curriculum is developing children who are confident, resilient and increasingly independent.

Through our continuous provision, children learn to make choices, organise resources, manage their belongings and take responsibility for their learning. For example, putting away resources once they have finished playing with them, or putting on their puddle suit indepently.

Our consistent Choose It, Use It, Put It Away approach supports this and establishes clear expectations and encourages children to take ownership of their environment.

We develop children who can:

- Begin tasks independently and persevere when faced with challenges.
- Follow established classroom routines and expectations.
- Manage their belongings and personal needs.
- Work cooperatively and resolve minor disagreements.
- Move between adult-led and child-initiated activities confidently.

These skills are essential for managing the increased expectations and more structured learning experiences in Year 1.

5. Personal, Social and Emotional Development

Our curriculum places great importance on children's emotional wellbeing, sense of belonging and ability to build positive relationships.

Through carefully planned opportunities, consistent behaviour expectations and supportive adult interactions, children learn to recognise and regulate their emotions, demonstrate empathy and develop positive relationships with others.

This supports their transition into Year 1 by ensuring children feel secure, confident and ready to engage with new adults, environments and expectations.

6. Physical Development

We recognise that physical development is fundamental to children's readiness for more formal learning.

Our curriculum provides regular opportunities to develop gross and fine motor skills through outdoor learning, physical activity, mark-making, cutting, threading, construction and handwriting practice. Including daily fine motor each morning such as Dough disco or guided mark making.

Children develop the strength, coordination and control required to sit comfortably, hold writing tools effectively and produce increasingly legible written work.

7. A Progressive Curriculum and Effective Transition

Our curriculum is designed with progression in mind. Practitioners understand what children have previously learned, what they are currently developing and what they need to learn next.

We use ongoing assessment, observations and our Birth to 5 Matters guidance alongside the statutory EYFS framework to identify children's individual starting points and next steps.

We recognise that children develop at different rates. Through carefully planned adaptations, visual resources and targeted interventions, we ensure children with SEND, EAL and other additional needs are supported to access learning and make progress.

Our transition arrangements with Year 1 aim to ensure that teachers have a clear understanding of each child's attainment, strengths and areas for development. This enables learning to build upon the foundations established in Reception rather than beginning again.

How We Demonstrate the Impact of Our Curriculum:

Curriculum priority	Evidence of impact
Oracy and vocabulary	Children confidently using Star Words, explaining ideas and engaging in conversations
Phonics and reading	Phonics assessments, reading records, fluency development and intervention impact
Writing and handwriting	Progression in independent writing, letter formation and sentence construction
Mathematics	Evidence of secure number understanding, practical problem-solving and mathematical explanations
Independence	Children independently accessing provision, managing resources and following routines
PSED	Children demonstrating emotional regulation, positive relationships and readiness for new challenges
Inclusive practice	Adapted provision, targeted support and progress from individual starting points
Transition	EYFS Profile outcomes, Reception–Year 1 handover discussions and continuity in curriculum expectations

4. Teaching and Learning

See separate documents for:

- Daily and weekly timetables.
- Adult-led learning opportunities.
- Continuous provision expectations.
- Adult interactions and questioning.
- Assessment approaches.
- Planning informed by children's interests and needs.
- Examples of adaptations for different learners.
- Examples of how adults extend children's learning through play.

5. Early Reading, Phonics and Oracy

- Phonics programme overview- see separate Phonics progression document in appendix.
- Reception phonics progression- see separate Phonics progression document in appendix.
- Phonics assessment information.

Phonics assessment is ongoing throughout the EYFS to ensure that all children make good progress in developing their early reading skills. Staff use daily observations, phonics sessions and individual reading opportunities to assess children's ability to recognise grapheme–phoneme correspondences, blend sounds and read words accurately.

At the end of each half term, children's phonics attainment is formally assessed and recorded using **Phonics Tracker**. This enables staff to monitor individual progress, identify gaps in phonics knowledge and track attainment over time.

Assessment information is analysed to identify children who are falling behind or at risk of not keeping pace with the phonics programme. These children are prioritised for **targeted intervention**, including additional phonics practice, small-group teaching and individual support where appropriate.

Interventions focus on specific gaps in learning and are regularly reviewed to ensure they are having a positive impact. Ongoing assessment informs teaching and enables staff to adapt provision to meet individual needs.

The overall aim is to ensure that all children keep up with the phonics programme, rather than having to catch up, providing them with the essential skills needed to become confident, fluent readers.

- Identification of children requiring additional support.

As outlined above, we use Phonics Tracker to assess and monitor children's phonics progress at the end of each half term. Alongside these formal assessments, every child is heard read individually by an adult at least once a week, with additional opportunities for small-group reading provided throughout the week.

Before each individual reading session, a brief phonics check is carried out to assess children's retention and recall of previously taught sounds. The results are recorded at the front of each child's reading record, enabling staff to identify any gaps in knowledge and provide targeted support where needed.

This information is also shared with parents, allowing them to see which sounds their child has securely retained and which may require further practice at home. This approach ensures that assessment is ongoing, informs future teaching and interventions, and strengthens the partnership between home and school in supporting early reading development.

- Intervention arrangements.

Once gaps in learning have been identified, targeted interventions are put in place to provide additional support. Children work either individually or in small groups with an adult, focusing on their specific areas of need. This may include consolidating previously taught sounds, improving grapheme–phoneme recognition or developing oral blending and decoding skills. Interventions are tailored to individual needs and regularly reviewed to ensure children make progress and develop confidence in their early reading skills.

- Reading book allocation procedures.

Reading books are changed every Monday and are carefully matched to each child’s current phonics knowledge and reading ability. This ensures that children can apply their developing phonics skills, build reading fluency and gain confidence through reading texts that are appropriately matched to their stage of learning.

- Home reading expectations.

We actively encourage parents to read regularly with their child at home, emphasising the importance of frequent reading practice in developing fluency, confidence and a love of reading. Whilst daily reading is encouraged, we communicate a clear expectation that children should read at home with an adult at least four times per week.

- Oracy and vocabulary development.

Through our English approach, *I Am a Clever Writer*, we place a strong emphasis on developing and enriching children's vocabulary through the introduction of weekly **Star Words**. These carefully selected words are explicitly taught, modelled and revisited regularly to deepen children's understanding and encourage their use in meaningful contexts.

Children are encouraged to apply their newly acquired vocabulary throughout adult-led learning sessions and independently within continuous provision. Adults consistently model ambitious vocabulary and high-quality language, using purposeful interactions and questioning to extend children's thinking, develop their sentence structure and encourage increasingly confident and articulate communication.

High expectations for language development are embedded throughout the EYFS, ensuring that children have frequent opportunities to practise, consolidate and apply new vocabulary across all areas of learning.

6. Assessment and Children's Progress

- Reception Baseline Assessment arrangements.

We use the DfE Reception Baseline Assessment to establish children's starting points in early literacy, communication and language, and mathematics. Alongside this, we carry out our own baseline assessments of phonics knowledge and handwriting skills. Together, these assessments help us build a comprehensive understanding of each child's prior knowledge and abilities, identify individual learning needs and inform future teaching and targeted support.

- Ongoing assessment procedures.

We continuously monitor and assess children's progress across all areas of learning to ensure that teaching is responsive to their individual needs.

In literacy and handwriting, children's progress is tracked through their individual responses to planned learning activities, with evidence of development recorded in their literacy and handwriting books. This enables staff to monitor progression over time, identify areas for further development and plan appropriate next steps.

Within mathematics, assessment trackers are used during individual and small-group activities to monitor children's understanding, identify gaps in knowledge and inform future teaching.

Phonics attainment is formally assessed and recorded using Phonics Tracker at the end of each half term. This is complemented by weekly individual reading sessions, during which staff assess children's retention of previously taught sounds, blending skills and reading fluency.

Children's individual progress across all seven areas of learning is also documented through their learning journeys, which provide evidence of their achievements, interests and developing skills over time.

Together, these assessment approaches enable staff to build a comprehensive picture of each child's learning and development, celebrate their achievements and ensure that appropriate support and challenge are provided to help every child make progress. From this we can ascertain if a child is working below, inline or above age related expectations.

7. SEND, Inclusion and Disadvantaged Pupils- see documents created by SENDco

8. Safeguarding, Welfare and Behaviour

- EYFS safeguarding and welfare procedures.

At St James' Catholic Primary School, safeguarding and promoting children's welfare is at the heart of our Early Years provision. In accordance with the Department for Education's Statutory EYFS Framework (September 2026) and Keeping Children Safe in Education 2026, we are committed to providing a safe, nurturing and inclusive environment where every child feels valued, protected and supported.

All staff share responsibility for safeguarding and receive appropriate training to recognise signs of abuse, neglect and vulnerability. Concerns are recorded and reported promptly to the Designated Safeguarding Lead (DSL), following the school's safeguarding policy and Lancashire safeguarding procedures. The school has an established safeguarding team, including the Early Years Lead, to support effective communication and early intervention.

Our welfare procedures include appropriate supervision and staffing ratios, safer recruitment, risk assessments, attendance monitoring, health and hygiene practices, first aid arrangements and the safe management of medicines. We promote children's emotional wellbeing, positive relationships and understanding of personal safety through daily routines, supportive adult interactions and our inclusive curriculum.

We work closely with parents, carers and external agencies to identify concerns early and ensure that every child receives the appropriate support to remain safe, healthy and ready to learn.

- Staff safeguarding training.

All EYFS staff receive regular safeguarding training and updates in line with DfE guidance and St James' safeguarding policies, ensuring they understand their responsibilities, can recognise signs of abuse or neglect, and know how to report concerns promptly to the Designated Safeguarding Lead (DSL).

- Procedures for recording and reporting concerns.

All EYFS staff are responsible for promptly and accurately recording safeguarding concerns in accordance with St James' safeguarding policy and DfE guidance, ensuring concerns are reported immediately to the Designated Safeguarding Lead (DSL), with information kept confidential and appropriate action taken to safeguard the child.

- EYFS risk assessments.

EYFS risk assessments are carried out and regularly reviewed in line with DfE statutory welfare requirements and St James' health and safety procedures, ensuring potential hazards are identified and appropriate measures are implemented to maintain a safe, secure and stimulating learning environment, both indoors and outdoors.

- Supervision arrangements.

EYFS supervision arrangements are implemented in line with DfE statutory safeguarding and welfare requirements and St James' safeguarding procedures, ensuring appropriate staffing ratios, effective deployment of staff and vigilant supervision of children throughout the school day, including indoor and outdoor provision, transitions and playtimes.

- Intimate care procedures.

At St James' Catholic Primary School, we are committed to ensuring that all children receive appropriate intimate care in a safe, sensitive and dignified manner. In accordance with the Department for Education's EYFS Statutory Framework (September 2026) and the school's safeguarding and child protection procedures, children's individual needs, privacy, wellbeing and independence are prioritised at all times.

Intimate care may include supporting children with toileting, changing clothing following accidents, and personal hygiene. Staff are expected to:

- Respect children's dignity and privacy, ensuring that intimate care takes place in an appropriate, safe and hygienic environment.
- Promote independence, encouraging children to manage their personal care wherever developmentally appropriate.
- Follow safeguarding procedures, ensuring that care is provided professionally, sensitively and with appropriate regard to children's individual needs.
- Maintain hygiene and infection prevention, including appropriate handwashing, cleaning procedures and use of protective equipment when required.
- Communicate with parents and carers, particularly where children require regular or additional intimate care support.
- Provide inclusive care, making reasonable adjustments for children with SEND or medical needs and establishing individual care plans where appropriate.
- Record and report concerns, ensuring any safeguarding concerns arising during intimate care are promptly shared with the Designated Safeguarding Lead (DSL).

St James' Staff Code of Conduct recognises that physical contact may be necessary when assisting with intimate care and requires this to be professional, appropriate and responsive to the child's needs, age and stage of development.

Monitoring and Responsibilities

The EYFS Lead works alongside the school's safeguarding team to ensure that intimate care arrangements support children's safety, dignity and wellbeing. Staff should understand their responsibilities, follow agreed procedures and report any concerns immediately.

Our aim is to ensure that every child feels safe, respected and supported while developing confidence and independence in managing their personal care.

- Accident and medication procedures.

At St James' Catholic Primary School, the health, safety and wellbeing of all children are paramount. In accordance with the Department for Education's EYFS Statutory Framework (September 2026) and the school's First Aid and Supporting Pupils with Medical Conditions policies, clear procedures are followed to ensure that accidents, injuries, illnesses and medical needs are managed safely, promptly and effectively.

Accident and First Aid Procedures

All EYFS staff have a responsibility to maintain a safe learning environment and respond appropriately to accidents and injuries.

- First aid provision: A member of staff holding a current paediatric first aid qualification must be available on the premises whenever children are present and accompany children on outings.
- Recording accidents: All accidents, injuries and first aid treatment must be accurately recorded, including the nature of the injury, treatment provided and staff involved.
- Parental communication: Parents and carers must be informed of any accident or injury and any first aid administered on the same day, or as soon as reasonably practicable.
- Serious incidents: Serious accidents, injuries or illnesses are escalated immediately to school leaders, with emergency services contacted where necessary. Statutory notifications are made to relevant authorities where required.
- Preventative measures: Accident records and risk assessments are reviewed to identify potential hazards and minimise future risks.

Medication Procedures

Medication is administered in accordance with the school's Supporting Pupils with Medical Conditions Policy and DfE statutory guidance.

- Parental consent: Written parental permission must be obtained before administering medication, except where emergency provisions apply.
- Safe administration: Medication is administered by appropriately trained or authorised staff, following the prescribed instructions and agreed procedures.
- Storage: Medicines are stored safely, clearly labelled and remain accessible when needed. Emergency asthma inhalers are stored in designated cupboards, including the EYFS inhaler cupboard.
- Record keeping: A written record is maintained of medication administered, including the child's name, medication, dosage, time and member of staff responsible.
- Individual healthcare plans: Children with ongoing or complex medical needs are supported through individual healthcare plans, developed in partnership with parents and relevant healthcare professionals where appropriate.
- Allergies and medical conditions: Staff are made aware of relevant allergies, medical conditions and emergency procedures to ensure children's individual needs are met safely.

Monitoring and Responsibilities

The EYFS Lead works alongside the school's leadership and safeguarding teams to ensure that accident reporting, first aid arrangements and medication procedures are consistently

followed. Staff are expected to understand children's individual medical needs, maintain accurate records and communicate effectively with parents and carers.

Our aim is to ensure that every child receives appropriate care and support within a safe, inclusive and nurturing environment, enabling them to participate fully in all aspects of Early Years learning.

- Attendance monitoring.

At St James' Catholic Primary School, we recognise that regular attendance and punctuality are essential for children's wellbeing, safeguarding, learning and development. In accordance with the Department for Education's EYFS Statutory Framework (September 2026), Working Together to Improve School Attendance (2026) and the school's Attendance and Absence Policy, we are committed to promoting excellent attendance, identifying concerns early and working closely with families to remove barriers to regular attendance.

Attendance Monitoring Procedures

All EYFS staff have a responsibility to promote good attendance and recognise patterns of absence or lateness that may affect children's learning, development or welfare.

- Daily registration: Attendance is recorded accurately each morning and afternoon, using the appropriate attendance codes. Registration at St James' takes place at 8:50am.
- Monitoring absence: Unexplained absences are followed up promptly, with parents and carers contacted to establish the reason for absence and ensure the child's safety.
- Identifying patterns: Attendance and punctuality are regularly monitored to identify persistent absence, repeated lateness or emerging concerns.
- Safeguarding: Unexplained or prolonged absences, particularly involving vulnerable children, are escalated to the Designated Safeguarding Lead (DSL) where appropriate.
- Parental engagement: Positive relationships are maintained with families, emphasising the importance of regular attendance and offering support where difficulties arise.
- Early intervention: Children with concerning attendance patterns are identified promptly, with appropriate support and intervention arranged in partnership with school leaders, families and external agencies where necessary.
- Inclusive practice: Consideration is given to children with SEND, medical conditions or additional vulnerabilities, ensuring that reasonable adjustments and appropriate support are provided.

Monitoring and Responsibilities

The EYFS Lead works alongside the school's attendance and safeguarding teams to monitor attendance trends, identify children at risk of persistent absence and support families in improving attendance. Regular communication and early intervention help ensure that attendance concerns are addressed sensitively and effectively.

Our aim is to ensure that every child attends school regularly, feels safe and supported, and benefits fully from the learning opportunities provided within our Early Years curriculum

- Safer sleep guidance

At St James' Catholic Primary School, we are committed to providing a safe, secure and nurturing environment that promotes the health, wellbeing and individual needs of every child. In accordance with the Department for Education's *EYFS Statutory Framework (September 2026)*, safer sleep guidance and the school's safeguarding and welfare procedures, we ensure that appropriate arrangements are in place for children requiring sleep or rest throughout the school day.

We recognise that children's sleep and rest requirements vary according to their age, stage of development and individual needs. Within our two-year-old provision and Nursery, opportunities for daytime sleep and rest are provided where appropriate, while Reception children are supported with individual rest arrangements when necessary.

Safe Sleep and Rest Procedures

- **Individual sleep needs:** Staff work closely with parents and carers to establish children's usual sleep routines, preferences and individual requirements. Children are supported to rest or sleep according to their developmental needs and are never forced to sleep.
- **Safe sleeping environments:** Designated sleep areas are clean, appropriately ventilated, maintained at a comfortable temperature and free from hazards. Children sleep on suitable, age-appropriate beds or sleep mats, with bedding and equipment maintained in a safe and hygienic condition.
- **Appropriate supervision:** Sleeping children are closely supervised, with regular physical checks carried out and recorded in accordance with the setting's agreed procedures. Staff ensure that children's breathing, sleeping position, temperature and general wellbeing are monitored. Electronic monitors, where used, do not replace direct supervision.
- **Safe sleep positioning:** Children are supported to sleep in safe, age-appropriate positions, ensuring their faces and airways remain unobstructed. Staff remain vigilant to any signs of discomfort or breathing difficulties.
- **Hygiene and infection prevention:** Sleep equipment and bedding are cleaned regularly and between different users where appropriate. Individual bedding is provided where possible, and staff follow the school's infection prevention and hygiene procedures.
- **Safeguarding and welfare:** Staff remain vigilant to changes in children's breathing, appearance, temperature or behaviour. Any concerns are addressed immediately in accordance with the school's first aid, medical and safeguarding procedures.
- **Parental communication:** Parents and carers are informed about their child's sleep and rest patterns, particularly within the two-year-old provision and Nursery. Any significant changes or concerns are shared promptly.
- **Inclusive practice:** Reasonable adjustments are made for children with SEND, medical conditions or additional needs. Individual sleep and rest arrangements are agreed with parents and relevant professionals where necessary.

Age-Appropriate Arrangements

Provision	Sleep and Rest Arrangements
Two-Year-Old Room	A designated, appropriately supervised sleep area is available for children requiring daytime naps. Individual sleep routines are followed, and regular checks are recorded.

Nursery (3–4 years)	Quiet, comfortable spaces are available for children who require rest or occasional daytime sleep. Staff respond to individual needs and maintain appropriate supervision.
Reception (4–5 years)	Formal sleep arrangements are not routinely required. However, a suitable quiet space may be provided for children who need rest due to tiredness or individual circumstances, with appropriate monitoring and parental communication.

Monitoring and Responsibilities

The EYFS Lead works alongside the safeguarding team and Early Years practitioners to ensure that safe sleep and rest procedures are consistently implemented across all three provisions.

Staff are responsible for understanding children's individual sleep requirements, maintaining appropriate supervision, completing relevant records and ensuring that sleep environments remain safe and suitable.

Sleep arrangements and associated risk assessments are regularly reviewed, with any concerns reported promptly to the appropriate member of staff or Designated Safeguarding Lead.

Our aim is to ensure that every child feels safe, comfortable and supported, with their individual sleep, rest and wellbeing needs respected throughout their time in our Early Years provision.

- Food preparation

At St James' Catholic Primary School, we are committed to ensuring that all children are provided with safe, nutritious and appropriately prepared food within a hygienic and supportive environment. In accordance with the Department for Education's *EYFS Statutory Framework*, food safety requirements and the school's safeguarding and welfare procedures, we aim to promote healthy eating habits, independence and positive mealtime experiences across our Early Years provision.

We recognise that children's dietary requirements, eating abilities and levels of independence vary according to their age, stage of development and individual needs. Appropriate procedures are followed across our two-year-old room, Nursery and Reception to ensure children's health, safety and wellbeing.

Food Preparation and Hygiene Procedures

- **Food hygiene:** All staff involved in preparing or handling food follow appropriate food safety and hygiene procedures. Hands are washed thoroughly before food preparation and serving, and food preparation surfaces and equipment are cleaned appropriately.
- **Food safety:** Food is stored, prepared and served safely, following appropriate temperature controls, use-by dates and food hygiene requirements. Cross-contamination is prevented through safe handling and storage procedures.
- **Allergies and dietary requirements:** Staff are aware of children's individual allergies, intolerances, medical needs and dietary requirements. Up-to-date information is

obtained from parents and carers, and appropriate arrangements are made to prevent exposure to allergens. Individual healthcare plans are followed where required.

- **Choking prevention:** Food is prepared and served in an age-appropriate manner, taking account of children's developmental needs and chewing abilities. Foods presenting a choking risk are appropriately modified or avoided. Children are supervised closely while eating and are encouraged to remain seated.
- **Appropriate supervision:** Children are supervised by staff during all meals and snack times. Staff remain vigilant to signs of choking, allergic reactions or other medical concerns and follow the school's emergency procedures where necessary.
- **Healthy eating:** Children are encouraged to develop positive attitudes towards food through balanced meals, healthy snacks and access to fresh drinking water throughout the day. Staff model positive eating habits and promote children's understanding of healthy food choices.
- **Independence and self-care:** Children are encouraged to develop age-appropriate independence through handwashing, using cutlery, pouring drinks, serving food where appropriate and clearing away after meals.
- **Inclusive practice:** Reasonable adjustments are made for children with SEND, sensory needs, medical conditions or specific dietary requirements, ensuring all children can participate safely and positively in mealtimes.
- **Parental communication:** Parents and carers are encouraged to share relevant dietary information, allergies and feeding concerns. Staff communicate any significant issues relating to children's eating, food intake or wellbeing.

Age-Appropriate Arrangements

Provision	Food Preparation and Mealtime Arrangements
Two-Year-Old Room	Children are closely supervised during meals and snacks. Food is prepared in manageable, age-appropriate portions to minimise choking risks. Staff support children in developing early self-feeding skills, using cutlery and drinking independently.
Nursery (3–4 years)	Children are encouraged to develop greater independence during snack and mealtimes, including making healthy choices, using utensils and helping with simple food preparation activities under appropriate supervision.
Reception (4–5 years)	Children are supported to manage their own snacks and meals with increasing independence. They develop an understanding of healthy eating, food hygiene and safe food handling through daily routines and curriculum activities.

Food Preparation as Part of the Curriculum

Food preparation and cooking activities provide valuable learning opportunities across all three Early Years provisions.

Through carefully planned experiences, children develop communication and language, fine motor skills, mathematical understanding, independence and knowledge of the world around them.

Staff ensure that food preparation activities are appropriately risk assessed, with consideration given to hygiene, allergens, equipment, choking hazards and individual children's needs.

Monitoring and Responsibilities

The EYFS Lead works alongside the school's leadership and safeguarding teams to ensure that food preparation, hygiene and mealtime procedures are consistently implemented across the two-year-old room, Nursery and Reception.

Staff are responsible for maintaining safe food handling practices, understanding children's individual dietary requirements, providing appropriate supervision and ensuring that relevant food safety procedures are followed.

Risk assessments and food preparation arrangements are reviewed regularly, with any concerns reported promptly to the appropriate member of staff.

Our aim is to ensure that every child experiences safe, enjoyable and inclusive mealtimes while developing healthy eating habits, confidence and independence in managing their personal needs.

9. Learning Environment

- Indoor continuous provision- see separate document.
- Outdoor continuous provision- see separate document.
- Organisation of learning areas.

Our Reception classroom is carefully organised into clearly defined areas of continuous provision, designed to support children's learning and development across all seven areas of the EYFS curriculum.

Each area is thoughtfully planned to ensure that specific skills and learning objectives are targeted, reflecting the needs of our current cohort and the priorities identified through ongoing assessment. At the beginning of each term, staff consider children's starting points, previous learning and areas requiring further development to identify key skills that will be promoted within each area of provision.

Our continuous provision is regularly enhanced and adapted to reflect these priorities, ensuring that resources and activities provide meaningful opportunities for children to practise, consolidate and extend their learning. For example, where assessments identify a need to strengthen fine motor development, additional opportunities for threading, manipulating small objects and mark-making are incorporated into relevant areas.

Each area of provision is linked to the seven areas of learning, with visual prompts highlighting the key skills being developed. This ensures that all staff understand the intended learning and can provide purposeful interactions that support children's individual next steps.

Adults play a vital role in extending learning through high-quality interactions, modelling vocabulary, asking open-ended questions and providing appropriate challenge. Our use of the ShREC approach supports consistent, meaningful interactions that develop children's communication, language and understanding.

The organisation and effectiveness of our provision are regularly reviewed through observations, assessments and discussions between staff. This ensures that our learning

environment remains responsive to children's changing needs, interests and stages of development.

Our aim is to ensure that continuous provision is purposeful, progressive and inclusive, enabling every child to develop the knowledge, skills and confidence needed for their next stage of learning.

- Accessibility and inclusion.

We are committed to ensuring that our Reception learning environment is inclusive, accessible and welcoming to all children, regardless of their individual needs, abilities or starting points.

Our continuous provision is carefully organised to enable all children to access learning opportunities independently, whilst ensuring that appropriate support and challenge are available. We recognise that children learn and develop at different rates and therefore adapt our environment, resources and adult interactions to meet the needs of our cohort, including children with SEND, EAL and those requiring additional support.

We use a range of visual supports, including visual timetables, picture prompts, clearly labelled resources and our *Choose It, Use It, Put It Away* system. These promote independence, support communication and understanding, and help children develop confidence in navigating their learning environment.

For children with additional needs, we provide personalised adaptations to ensure they can successfully access each area of provision. Our 'How to Make This Area Work for Me' prompts help staff identify and implement specific strategies to support individual children, ensuring consistency in approaches across the EYFS team.

Resources are carefully selected and positioned to encourage independence, with consideration given to children's physical, sensory, communication and developmental needs. Activities are adapted where necessary, allowing all children to participate meaningfully and experience success.

Adults use high-quality interactions, including the ShREC approach, to model language, scaffold learning and extend children's understanding. Staff have a clear knowledge of each child's starting points, current attainment and next steps, enabling them to provide appropriate support and challenge within continuous provision.

We regularly review the accessibility and effectiveness of our learning environment through observations, assessments and staff discussions. This ensures that any barriers to learning are identified and addressed promptly.

Our aim is to create an inclusive environment where every child feels valued, supported and empowered to become an independent, confident and successful learner.

10. Parental Engagement and Transition

- Nursery-to-Reception transition arrangements.

As our Two-Year-Old Room, Nursery and Reception are all part of the school, children benefit from a consistent and familiar environment throughout their Early Years journey. This enables

children to develop positive relationships with staff, become familiar with school routines and expectations, and build a strong sense of belonging before moving into their next stage of learning.

To support smooth and successful transitions, we organise planned transition sessions as children move between the different EYFS settings. These provide opportunities for children to explore their new learning environment, become familiar with their new adults and develop confidence in their surroundings.

We recognise that every child is unique and may require different levels of support during periods of change. Where necessary, additional transition sessions are arranged to meet individual needs, particularly for children with SEND or those who may find transitions challenging.

Staff work collaboratively across the EYFS to share important information about each child's development, individual needs, interests and effective support strategies. This ensures continuity in learning, care and expectations.

- Nursery visits and stay-and-play arrangements

We recognise the importance of providing a positive and supportive transition for children joining Reception from other nursery settings. To ensure that all children feel safe, secure and confident when starting school, we have established a carefully planned transition process.

For children who do not currently attend our school nursery, Reception staff arrange visits to their existing nursery settings. These visits provide an opportunity to introduce ourselves, begin building positive relationships with the children and liaise with their current key workers. This enables us to gain valuable information about each child's interests, development, individual needs and any additional support they may require.

We also offer a Stay and Play transition session, inviting children to visit their new classroom, explore the learning environment, meet their teachers and begin developing relationships with their future peers. These sessions help children become familiar with their new surroundings and support a positive start to school life.

To further support children and their families, we use ClassDojo to share videos introducing the Reception classroom, key staff and wider school environment. These virtual tours allow children to become familiar with their new surroundings before starting school and provide opportunities for parents to discuss the transition with their child at home.

Where additional support is required, we work closely with families and previous settings to arrange personalised transition opportunities that meet individual needs.

- Parent information meetings and communication.

We recognise the importance of building strong, positive relationships with parents and carers, ensuring that they feel informed, involved and valued throughout their child's Reception journey. We actively encourage parental engagement and provide regular opportunities for families to participate in school life and celebrate their children's achievements.

Parent Meetings and Consultations

We begin building relationships with families before their children start school by holding a Welcome Meeting in May for all new Reception parents. This provides an opportunity to introduce key staff, share important information about routines, expectations and the curriculum, and answer any questions parents may have.

Formal parents' evenings are held during the Autumn and Spring terms, providing opportunities to discuss children's progress, celebrate their achievements and identify individual next steps in learning and development. We encourage open communication throughout the year and welcome conversations with parents whenever additional support or guidance is required.

Parental Involvement and Special Events

We value opportunities for parents and carers to become actively involved in their child's learning experiences. Throughout the year, we organise special events that encourage families to participate in school life and create positive shared experiences.

These include Christmas Stay and Play sessions, where parents are invited into the main hall to listen to the children singing and then engage in festive activities alongside their children.

We also invite families to attend special assemblies and celebrations, including our Mother's Day and Father's Day assemblies, as well as our Reception Graduation, which celebrates children's achievements and marks their transition into Year 1.

These opportunities help strengthen relationships between home and school, develop a sense of community and allow parents to share in important milestones in their child's development.

Regular Communication with Parents

We maintain regular communication with parents through a variety of platforms to ensure that information is accessible and families remain informed about their child's learning and school experiences.

Our main communication channels include:

- **ClassDojo:** Regular updates about classroom learning, weekly phonics sounds, Star Words, key events and opportunities to support learning at home.
- **School Facebook Page:** Sharing celebrations, achievements and wider school events.
- **Reading Records:** Providing ongoing communication between home and school about children's reading progress, phonics knowledge and areas requiring further practice.
- **School Website:** Sharing important information, curriculum updates, school news and useful resources for parents.

Through these communication channels, we aim to ensure that parents have a clear understanding of what their child is learning and how they can support their development at home.

Our Approach

We believe that effective partnerships between parents, carers and school are essential in supporting children's wellbeing, confidence and educational progress. By maintaining open communication, providing regular opportunities for involvement and celebrating children's

achievements together, we aim to create a welcoming and supportive school community where every family feels included and valued.