Reception Policy

Reviewed September 2026

The Stour Academy Trust

1. Intent Statement

This policy sets out how The Stour Academy Trust delivers Reception provision across its

9 schools It ensures full compliance with:

- Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- Reception Baseline Assessment (RBA) statutory framework
- Education Inspection Framework (EIF) expectations for early years
- EYFS Inspection Toolkit 2025
- Keeping Children Safe in Education (KCSIE 2025)

2. Overarching Principles

The Trust delivers Reception provision based on the four statutory EYFS principles:

1. Every child is a unique child – resilient, capable, confident, self-assured.
2. Positive relationships – secure relationships with adults and peers.
3. Enabling environments – responsive to needs, with strong partnerships.
4. Learning and development – children learn at different rates; inclusive practice is essential.

3. Aims

- To provide a safe, nurturing and stimulating environment in which all children feel secure, valued and ready to learn.

  Embedding a culture in which the early and accurate assessment of children's needs is prioritised. Early identification ensures that practitioners respond to the needs of all learners, ensuring appropriate support, adaptations and targeted interventions are in place.

- To ensure practitioners focus on interacting effectively with children, especially those receiving statutory support, are from vulnerable groups or who may face barriers to their learning. They receive the necessary support to achieve well from their starting points and to reach developmental goals and age /or stage appropriate point end points to the curriculum.
- To support all children to make strong progress across the Prime Areas so that they have a strong foundation that provides the basis for learning in all areas.
- To offer high-quality teaching and play based learning opportunities that build strong foundations for future learning so that children are ready for the transition to Year 1.
- To deliver a broad and balanced curriculum across all seven areas of learning, through a balance of play based, adult directed teaching, guided teaching and planned experiences and visits to build children's cultural capital.
- To foster independence, resilience, creativity and a love of learning through high quality environments, teaching and high-quality adult interactions that promote curiosity, problem-solving and collaboration.

- To work in close partnership with parents and carer's, recognising them as children's first educators and engaging them actively in their child's learning journey.

4. Curriculum and Learning

In Reception we follow the EYFS 2025 curriculum, organised into seven areas of learning and development. These are grouped into Prime and Specific areas:

Prime Areas

Communication and Language – We create a language-rich environment that underpins all areas of learning and places a strong focus on vocabulary, oral language and language comprehension. Practitioners engage children in frequent back-and-forth conversations, model rich vocabulary, and encourage active listening and speaking throughout the day. Strategies include storytelling, songs, open-ended questioning, and regular read aloud sessions (5 a day diet), using fiction, non-fiction, rhymes and poems. Through conversation, storytelling and role-play—with sensitive adult modelling—children learn to use an increasingly rich range of words and structures. Targeted oral language interventions, such as Language Link, Speech Link or Early Talk Boost, are used where helpful.

Physical Development – Children have daily opportunities for active play and movement outdoors to develop gross motor skills (running, climbing, balancing, throwing/catching). Indoors, fine motor development is supported through threading, puzzles, playdough, tweezers, painting and scissor work, alongside supervised mark-making and explicit handwriting practice that is outside of the phonics session.

We teach about healthy choices (exercise, rest, nutrition) and ensure children can handle tools and materials safely and effectively.

Personal, Social and Emotional Development (PSED) – We foster a kind, inclusive class community with strong, supportive relationships linked to the school values. We teach self-regulation and emotional literacy through *Microsoft Reflect, circle times, stories, nurture nooks and everyday interactions; to learn to understand feelings, set simple goals, persist and celebrate achievements. Socially, children learn to form friendships, cooperate and resolve conflicts with adult guidance. Routines reinforce independence in self-care (handwashing, toileting, dressing, eating safely).

***Microsoft Reflect** will be adapted for our younger children. Reception teachers can start with simpler tools like emojis and the feeling monsters to help identify and name emotions. Teachers can then progress to more complex vocabulary during the children's transition into Year 1.

Specific Areas

Literacy – We cultivate a love of reading and writing. We use the CLPE approach to promote reading and writing by placing high quality children's literature at the heart of teaching. Through repeated reading, storytelling and discussion children build vocabulary, comprehension and a deep love of books. The daily read aloud times (5 a day diet) and story times foster rich book talk which develops language comprehension. Writing is developed from this foundation: children are encouraged to respond to texts, talk, role-play and engage in shared writing. Writing is embedded across the day: purposeful mark-making, labels, captions and simple sentences. We teach correct letter formation in teacher led explicit handwriting sessions outside of the phonics lesson.

We teach systematic synthetic phonics daily (DfE-validated), Little Wande, send home matched decodable books and continue to develop comprehension through discussion.

Mathematics – Our mathematics curriculum builds deep understanding of numbers 0–10, including the composition of number and practical addition/subtraction. We use the White Rose Scheme. Children count, compare quantities and use manipulatives (counters, ten-frames, everyday objects) to make learning concrete. We develop spatial reasoning and knowledge of shape, space and measure through play, puzzles, construction and comparative language. Positive attitudes and mathematical talk are prioritised.

Topic (UW & EAD)

Cornerstones– provides a thematic approach to topics that are developmentally appropriate and mapped to the seven areas of learning, The pedagogy aligns with the EYFS principles: learning through play, exploration and a balance of continuous provision activities and short adult-led sessions.

Understanding the World – Children make sense of their physical world and community through first-hand experiences, developing cultural capital: local visits, visitors to school, outdoor learning and topics (Me and My Community, Seasonal changes, Animal Safari …). We celebrate cultural diversity and festivals, broaden vocabulary in context, and provide guided experiences with age-appropriate technology.

Expressive Arts and Design – We nurture creativity and imagination through a wide range of media and materials: drawing, painting, collage, clay, construction, music, movement and role-play. Children access well-resourced creative areas during continuous provision and join adult-led sessions to learn techniques (e.g., keeping a beat, colour mixing). We encourage expression of ideas and feelings, revisit experiences for depth, and celebrate work through displays and performances

High quality enabling environment

A high- quality Reception environment, both indoors and outdoors, is **safe, welcoming and stimulating,** designed to spark curiosity and enable children to explore and learn independently. To be an enabling environment there should be:

- **Accessibility and choice**: children should be able to access materials and spaces independently (e.g. low shelves, clearly labelled storage).
- **Open-ended resources**: materials that can be used in many ways (blocks, loose parts, natural materials) to spark creativity and imagination.
- **Responsiveness**: the environment should adapt over time to children's changing interests, needs, and developmental stages.
- **Balance of challenge and safety**: providing opportunities for risk, challenge, and problem solving, while ensuring health and safety.
- **Inclusivity**: ensuring all children (including those with SEND) can engage, feel represented, and have their needs accommodated.
- **Reflecting children's cultures, voices, and identities**: displays, materials, and choices should reflect children's backgrounds and interests, making the environment meaningful to them.

Why enabling environments matter

- A positive **emotional** environment lets children feel safe to explore, make mistakes, take risks, and engage. An emotional environment is about positive relationships, a sense of belonging and mutual respect.
- This is about how the setting **feels** — the relationships, the emotional security, the sense of belonging, respect, warmth, and calm.

- They support **agency** — children become active explorers rather than passive learners.
- They facilitate **independence**, confidence, and decision-making.
- They help children engage more deeply with learning, revisit and consolidate knowledge.
- They support all areas of development: physically, socially, emotionally, cognitively.

Indoors, this means well-organised spaces with clearly defined areas for reading, writing, mathematics, role play, creative arts, construction and investigation. Resources are accessible and clearly labelled to support independent choice and tidy routines.

Cosy spaces and quiet reflection areas support self-regulation and emotional well-being. Quiet cosy areas for listening and conversation, alongside role-play and small-world provision that encourage story telling promote talk and vocabulary development. Practitioners can model rich language and vocabulary alongside children's play.

Outdoors Provision

We recognise the importance of the outdoor environment as a valuable extension of the classroom. The outdoors provides unique opportunities for physical development, exploration, creativity and problem solving, all of which are essential to the Early Years curriculum. A high-quality environment provides daily opportunities for physical development play spaces, sensory exploration, imaginative play and interaction with the natural world through climbing equipment, large loose parts, wheeled toys and gardening areas. This provision builds strength, coordination, control as well as space to run, jump and play energetically.

Children are based in their own classrooms for indoor learning during child-initiated time. This provides consistency and a clear sense of belonging, while outdoor free flow encourages independence and wider social interaction.

The outdoor provision is accessible to all Reception children at planned and timetabled points during the day. All children have regular and sustained access to high-quality outdoor learning opportunities. Practitioners plan outdoor provision to complement and extend indoor learning with a balance of adult-led and child-initiated opportunities, supporting progress across all seven areas of learning and development.

In accordance with EYFS principles, children are encouraged to access the outdoor environment throughout the year as it is all weather provision. Appropriate clothing and footwear are promoted to enable this.

The outdoor area is risk-assessed daily and recorded on Microsoft Forms, and children are supported to use it safely and appropriately in all seasons.

Both indoor and outdoor environments should be rich in print, language and number and reflect children's interests and backgrounds. Above all they should promote safety, inclusion, creativity and a love of learning.

Role of the adult

Child initiated time

We deliver our curriculum through a play-based, child-centered approach in line with EYFS pedagogy. There is a balance of;

- Child-initiated play

- Adult directed teaching

- Guided teaching

During **child-initiated play** children select resources, decide how to use them, set their own goals and develop their ideas, rather than following adult instructions. Adults observe, support, and are responsive in a way that enriches play with learning opportunities but the ownership of the play stays with the child. High-quality environments enable children to freely access resources to explore, rehearse and extend learning.

Intentional teaching ensures that adults:

1. **Join in but do not take over**
- Adults step into play as a *co-player* or *co-thinker*.
- The child still leads the play, but the adult adds depth and sustains play
2. **Seizing teachable moments**
- Spotting chances to model language, introduce a new concept, or extend thinking.
3. **Guiding towards learning goals**
- Linking play to Development Matters/ELGs without making it formal.
4. **Modelling & scaffolding**
- Adults model vocabulary, social skills, problem-solving strategies.
- They scaffold challenges so children can succeed but still think for themselves.
5. **Intentional planning**
- Environments are set up with rich, open-ended resources that spark play *and* create opportunities for learning.
- Adults know what skills/knowledge they want to foster but wait for the right moment.

The Characteristics of Effective Learning

Underpin how we plan and interact, play and explore; active learning; creating and thinking critically. Staff model language, scaffold thinking (including sustained shared thinking) promote resilience, curiosity and independence. High quality adult–child interactions extend vocabulary, concepts and social emotional development.

Adult-Directed Teaching

Development Matters (2020): “Children benefit from short, focused adult-led teaching that introduces new knowledge and skills.”

Adult-directed teaching is when the **adult leads the activity** with a clear learning goal, and children are expected to follow the adult’s instructions or structure.

Key Features of Adult-Directed

Planned by the adult

- The activity, resources, and learning objective are decided in advance.

- The child doesn't choose the starting point.

Structured and focused

- Adults explain, models, or demonstrates.
- Children practise or respond within the adult's framework.

Clear outcomes

- Linked directly to curriculum goals (e.g., phonics, early maths, routines).

Short, purposeful bursts

- Especially in Reception, these sessions are often *brief, interactive, and engaging*.

Short, purposeful adult-led inputs (e.g., phonics, handwriting, shared reading, mathematics, CLPE, circle time, Topic) introduce and rehearse key knowledge and skills in developmentally appropriate ways. The adult led input and guided activities take place alongside rich continuous provision to enable children to apply the skills and knowledge independently that they have learnt during adult directed time.

During the continuous provision, indoors and outdoors, all planned activities are related to the learning objective that was modeled during the teacher input (for example number 5). All these activities will enhance the continuous provision and become a focus throughout play based learning with adults observing, assessing and scaffolding where necessary. This is also a time when targeted interventions can happen for those children who may not have met the learning objective.

Guided teaching

Development Matters (2020) "Intentional teaching means teachers act with specific outcomes or goals in mind for child development ".

This is when the adult **intentionally supports and steers children's learning** within an activity or experience, while still leaving space for the child to explore, think, and contribute.

It sits in the **middle ground** between:

- Child-initiated play (led by the child, adult may join in/respond), and
- Direct teaching (adults fully lead with a clear learning objective).

This intentional teaching takes place during child-initiated time when children are in the provision as explained above.

During adult directed teaching , intentional teaching is the purposeful and planned use of modelling, questioning, scaffolding and giving in the moment feedback to ensure children make progress whilst remaining responsive to children's needs and levels of development so that adaptations to learning can be made.

Examples of Guided Teaching

- **Mathematics (small group):** Adult sets up a shop with pretend coins. Children choose what to "buy." Adult guides by asking: *"How many do you need? What if you add one more?"*
- **Phonics (in provision):** A child draws a treasure map. Adult guides by suggesting: *"Shall we label it with sounds we know? 'X' for treasure!"*
- **Outdoor play:** Children rolling balls down slopes. Adult joins: *"Let's test which slope is fastest — what do you predict?"*
- **Snack time:** Adult guides a conversation about healthy food: *"Bananas grow in hot countries — do you think they grow on trees like apples?"*

Planning

Planning is not about paperwork — it's about enabling children to make progress. Effective planning should be ambitious, flexible, and inclusive. Planning is about **knowing your intent** and **being responsive in play**.

Practitioners are expected to:

- Know what children should learn.
- Make clear links to the Development Matters statements for each area of learning.
- Plan indoor and outdoor environments and interactions that support this.
- Respond to children's needs and interests.
- Include clear expectations for teaching assistants
- Clear adaptations – child specific
- Engaging, exciting and necessary resources organised and prepared.
- Include planning of targeted interventions in the provision
- Use of technology is thought out and purposeful
- Long-term and Medium-term plans are used to give structure, and daily plans keep it flexible.

Long Term overview

- Long term overview – Development Matters and Trust Wide Schemes (Little Wandle, White Rose, Cornerstones, Jigsaw)

Half-Term Overview

- Development Matters statements to provide clear learning goals/objectives.
- Core story/texts
- Linked provocations/resources
- Opportunities for each area of learning
- Vocabulary to model
- SEND/EAL scaffolds
- Space for "children's emerging interests" to keep it flexible.

Daily Plan

- Development Matter statements to provide clear learning goals/objectives.
- Areas of provision
- Adult focus (guided teaching opportunities)
- Key vocabulary to introduce
- Children to prioritise (focus children/target groups)
- indoor, and outdoor provision and resources – all areas of learning planned for.
- Children's interests

5. Assessment

Assessment is purposeful, proportionate and embedded in everyday practice. We avoid excessive paperwork and prioritise interaction with children.

On-Entry Assessment

Within the first six weeks, teachers gather an internal baseline, through observation and simple checks, to inform their planning. We also administer the Statutory Reception Baseline Assessment (RBA). Parent and previous-setting insights inform starting points.

Term 1. Step 1. **Gather Initial Information (Weeks 1–2)**

- **Transition records** from nursery, pre-school or childminders.
- **Parent voice**: from informal chats and initial parent meetings to learn about the child's interests, strengths, and needs.
- Note things like toileting, independence, confidence with separating from carers.

Step 2. **Observe in Provision (Weeks 1–6)**

- Watch how children play, communicate, and interact.
- Use **Development Matters** Development Matters - Non-statutory curriculum guidance for the early years foundation stage as a *guide* (not checklist) to spot if they are working broadly within expected ranges .Gather a balance of:
    - Spontaneous observations (from play)
    - Planned observations (e.g. small group listening games, fine motor tasks)
    - Adult interactions (conversations, story time, maths games)
    - Results from Speech and Language link (early identification of need)

Step 3. **Carry Out the Statutory RBA (Weeks 1–6)**

- Complete the government's Reception Baseline Assessment.
- Remember: this is only used for national progress measures, not classroom planning.

Step 4. **Look for "On Track / Not on Track" by end of Term 1**

- Use Development Matters and your notes and observations to decide whether a child is working within the developmental stage of Reception statements in **Development Matters**
- Is this child **on track** for expected progress towards the ELGs?
- Or are they **not on track**, meaning they may need extra support or targeted teaching?
- Do this for each of the **7 Areas of Learning**.

Step 5**. Professional Discussions (End of Term 1)**

- Meet as a Reception team to moderate judgments.
- Share insights with TAs and key workers who see the children in provision.
- Use professional judgement rather than "evidence for every statement."

Step 6**. Record the Baseline (End of Term 1)**

- Summarise in your **tracking system**, Tapestry, to gain a holistic picture of a child
- Add a short narrative summary for each child's strengths and needs.
- Record the internal baseline on the Trust template which will be shared at the SLT Away Day next week.

Step 7**. Use the Baseline to Plan provision (Term 2) –** Use development Matters to plan provision based on where the majority of sit and then make adaptations.

- Identify gaps in Prime areas (e.g. speech and language, fine motor skills, emotional regulation).

- Identify children who are need early intervention.
- Plan interventions, small group work, or adaptations to provision.
- Share relevant information with parents and SENCO where needed.

Ongoing Formative Assessment

Practitioners observe play and learning to understand what children know and can do, and to plan next steps. Significant moments are recorded succinctly on Tapestry, online assessment and observation tool, without detracting from teaching time. These observations are used to shape future planning. Development Matters is used to support planning based on formative and summative assessment and the observations checkpoints support teachers to identify when children are making slower progress. Observations are added to the journals in a timely manner. Children with Personalised Plans have their bespoke flags linked to their own personal targets including EHCP.

The weekly expectation is that every child will have:

1x Personal, Social and Emotional observation

1x Communication and Language observation

1x Physical Development observation

1x Math's observation

1x Literacy observation

Progress Monitoring

Termly reviews with the class teacher, Headteacher and SENCO (**Pupil Progress Meetings**) consider each child's development and the progress of key groups. Where concerns arise, staff work with the SENCO and external professionals as needed. Class teachers come prepared to raise concerns regarding children falling behind their peers and children who need adaptations to remove barriers. These children will then become the focus for monitoring.

Targeted Interventions and Differentiation

We identify children who need additional support or challenge and provide brief, focused small-group or 1:1 intervention during class provision (e.g., speech and language activities, fine-motor practice, phonics keep-up). Impact is monitored and provision adapted accordingly. This is to be clearly timetabled.

EYFS Profile

At the end of the reception year, the EYFS Profile (17 ELGs) provides summative judgments (expected/emerging) shared with parents and Year 1 to support transition.

6. Inclusion and Equal Opportunities

We are an inclusive setting where every child and family is welcomed and valued. We provide equal opportunities for all children, celebrating diversity and removing barriers to learning. Provision is adapted to meet individual needs, including SEND, EAL and vulnerable groups.

Leaders and practitioners have the knowledge and strategies to reduce any barriers and adapt the curriculum appropriately for disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Leaders and practitioners prioritise in their teaching the aspects that children need most support with, making sure that they receive the right help at the right time

Leaders and practitioners focus on supporting all children who are at risk of falling behind the expected stages of communication and language development.

Early Identification and Graduated Approach

Concerns are identified early and addressed through Assess–Plan–Do–Review with the SENCO and, where appropriate, external specialists. Individual plans and reasonable adjustments enable participation and progress.

Support for EAL Learners

We use visuals, modelling and peer support. Home languages are valued and families are encouraged to continue developing them alongside English.

Vulnerable Groups and Funding

We monitor and support disadvantaged and vulnerable pupils, using funding effectively for targeted interventions and enrichment.

Anti-Discriminatory Practice

Resources and displays reflect diverse cultures, languages, abilities and family structures. Any discriminatory behaviour is challenged and addressed.

Inclusivity in an enabling environment

1. Representation and belonging

- Reflect children's **cultures, languages, and identities** in books, displays, dolls, role-play materials, and songs.
- Use children's names, photos, and home languages around the setting.
- Celebrate diversity through everyday practice, not just special occasions.

2. Accessibility

- Resources placed at child level, clearly labelled with pictures and words.
- Wide spaces for wheelchair access and mobility needs.
- Adapt furniture and equipment for children with physical impairments.

- Use sensory-friendly zones (calm spaces, reduced noise, soft lighting) for children who need them.

3. Variety of resources

- Provide open-ended, non-gendered resources (e.g. blocks, fabrics, loose parts) to allow flexible play.
- Offer materials that reflect different cultures and family structures.
- Include tactile, visual, and auditory resources to support different learning styles and sensory needs (Inclusion trolley)

4. Communication support

- Use visual timetables, Makaton, or other communication aids .
- Ensure resources are labelled in dual languages where possible.
- Give children multiple ways to express themselves (talk, draw, gesture, role play).

5. Adaptations

- Provide resources and spaces that can be used at different levels of challenge.
- Adapt activities so children with SEND or EAL can join in meaningfully.
- Offer both group and individual opportunities to play and learn.

6. Emotional inclusivity

- Warm, responsive adults who notice and value each child.
- Encourage turn-taking, kindness, and fairness through modelling.
- Provide safe spaces for self-regulation and emotional expression.
- Consistent routines that support children who need predictability.

7. Family and community engagement

- Involve parents/carers in shaping the environment (asking what feels welcoming for their child).
- Include family photos, home-language greetings, or contributions from home in displays.
- Build links with community role models to reflect children's lived experiences.

7. Safeguarding and Welfare Requirements

- Child Protection Policy: All Reception staff follow the Trust Child Protection Policy and KCSIE 2025.

- Staff suitability: All staff and volunteers undergo safer recruitment checks.

- Staffing ratios:

- Reception classes must be led by a qualified teacher.

- Classes of more than 30 children require a teacher plus one additional qualified teacher or Level 3 teaching assistant.

- Students/volunteers under 17 cannot be counted in ratios.

- At least one staff member with Paediatric First Aid is always present.

- Health & Safety: Two emergency contacts per child, medicine procedures, hygiene, risk assessments.
- Food & Nutrition: Healthy snacks/meals, fresh drinking water available.

8. Health and Safety

- Emergency Contacts: Every child must have a minimum of two emergency contacts recorded. Details must be kept up to date.
- Risk Assessment: Daily risk assessments of classrooms, outdoor areas, and equipment must be carried out. Hazards must be addressed immediately. This is logged onto Microsoft Forms.
- Medical Needs: Parents must inform the school of any medical needs. Individual Healthcare Plans (IHPs) must be in place where needed. Medicines must only be administered with parental consent by trained staff, and all administration must be recorded.
- First Aid: At least one member of staff with Paediatric First Aid is present at all times. Accidents are recorded on our online portal, Medical Tracker, and parents informed the same day. If a child has a bump to the head the parent is informed by the office via a phone call.
- Infection Control: Staff must follow hygiene routines including regular handwashing, safe disposal of bodily fluids, and cleaning/disinfection of resources.
- Fire and Lockdown Procedures: Reception children take part in drills. Procedures must be explained in age-appropriate ways.

9. Intimate Care and Toileting

- Principles: Welfare, safety and dignity are paramount; intimate care includes toileting, changing clothes, or medical tasks.
- Staffing & Safeguarding: Only DBS-checked staff; students/volunteers cannot provide unsupervised intimate care; all incidents recorded and shared with parents.
- Facilities & Hygiene: Proper changing facilities, gloves/aprons worn, surfaces disinfected, soiled clothes bagged and sent home.
- Partnership with Parents: Most, but not all, should be reliably dry during the day by the age of 4.
- When children start Reception, we strongly encourage parents to send in pants and spare clothes to support toilet training.
- Referral to the local Bladder and Bowel NHS Service to support parents and seek medical advice, if necessary, from a health visitor or GP.
- Where children have medical or additional needs, staff and SENCO work with parents and health professionals to create an individual care plan
- Privacy & Dignity: Children supported towards independence; care in private areas but visible/audible for safeguarding.

10. Eating and Nutrition

- Food Standards: All snacks and meals follow the School Food Standards and promote healthy eating.
- Water: Fresh drinking water is always available to children.
- Snacks: A healthy mid-morning snack such as fruit, vegetables or milk is provided daily. Foods high in sugar, salt or fat are not permitted.
- Mealtimes: Mealtimes are social and learning opportunities. Children are encouraged to develop independence (e.g. pouring drinks, using cutlery). Staff model positive eating behaviours. Children are encouraged but never forced to try new foods.
- Allergies and Dietary Needs: Parents must inform schools of allergies or dietary needs. Allergy lists are kept in staff and kitchen areas. Staff are trained to recognise and respond to allergic reactions, including EpiPen use.
- Food Safety: Food is prepared and stored in line with food hygiene regulations. Staff handling food must follow hygiene procedures. Children are taught to wash hands before and after eating.
- Celebrations and Cultural Events: Healthy options are encouraged for celebrations. All cultural/religious dietary needs are respected.

11. Parental Engagement

- Parents are highly encouraged to attend the school information sessions as well as tour the school before applying.
- Induction and settling in – before starting Reception parents are invited to Rising 4 sessions which are weekly from Term 2 to term 5.
- Parents will have a 1-1 meeting with the class teacher, and if necessary, the SENCo, prior to the child starting school
- Ongoing communication – we maintain regular two- way communication through informal conversations at drop off/pick up and the electronic learning journal Tapestry. Parents can use this as a platform to contact the class teacher to share home learning and any exciting experiences they may have been on.

12. Transitions

- Children from our school Nurseries will have a bespoke transition, this can include short, regular visits to the classrooms. Nursery teachers and class teachers will meet with the SENDCo to pass on all information and resources for children with additional needs.
- In Term 5 class teachers and SENDCos will decide to visit the child in their nursery/ childminders.

- All children will be provided with a social story with pictures of their teachers and classrooms to support the transition.
- In Term 6 teachers will arrange 3 settling sessions, where parents/ carers are highly encouraged to attend with their child.
- All children will begin in class full time unless SLT, the SENCo or class teacher have agreed to a staggered entry due to a specific need.

13. Leadership, Monitoring & Review

- The Trust EYFS Lead provides guidance and training.
- Headteachers oversee implementation and monitor the quality of Reception provision
- Trust Board ensures compliance and resources.
- Policy reviewed annually or earlier if statutory guidance changes.