

Early Years Foundation Stage



Policies and Procedures 2023-2024

Little Earth Nursery

Out of School Club

Holiday Club

Old Earth Nursery

Old Earth Reception

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Aims and Outcomes (Our 3 I's)



Early Years Foundation Stage 2023 – 2024

'Every child deserves the best possible start in life and support that enables them to fulfil their potential'

Taken from the statutory framework for the Early Years Foundation Stage
(September 2021)

The Early Years Foundation Stage Aims at Old Earth:

- To provide a warm, safe, and secure welcoming environment open to all our children.
- To value all children and all parents.
- To provide all year-round high-quality education and care from the day the child enters the EYFS to the day the child leaves the EYFS.
- To provide a broad, balanced and well-planned exciting curriculum, that stretches children's next steps.
- To engage and inspire all children through valuing their interests and setting high expectations to stretch and challenge them.
- To develop a culture of lifelong learning.
- To ensure equality through promoting inclusive practice for all.
- To ensure that the children's well-being is nurtured and monitored through the Leuven Scales.

- **BUT most of all to be happy and have fun whilst learning at Old Earth!**

We Believe:

From the moment children enter the EYFS at Old Earth they are exposed to invigorating and exciting learning environments and experiences, whether they are 2, 3, 4 or 5 years old!

As a team we strive to provide the children with secure foundations, so that they continue to enjoy lifelong learning!

Children join Old Earth with varying experiences. We recognise that each child is unique.

To achieve the aims of our EYFS vision, we are committed to the following:

INTENT:	<ul style="list-style-type: none"> • Ensure all our children receive their full legal entitlement to learning programmes and that no child is excluded or disadvantaged. • Ensure that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the Early Years Outcomes, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship. • Ensuring that high quality teaching in every aspect of the EYFS curriculum leads to excellence in pupil outcomes, in all aspects. • Provide a secure and happy environment where adults can build a caring relationship with each child and their family. • Build on what our children already know and do. • Offer a structure for learning that has a range of starting points. • Build the child’s self-confidence, promote independence and develop self-esteem. • Foster caring attitudes between children. • Support the child as they progress, learn and develop. • Ensure a smooth transition from home to Nursery, from Nursery into Reception and then leading into Key Stage 1. • Establish good links with parents and carers and other childcare settings.
IMPLEMENTATION:	<ul style="list-style-type: none"> • In the main, 50% of our children enter our Nursery below their chronological age. A high number of our children are delayed in the CLL aspects of the curriculum. Therefore, our EYFS curriculum, focuses on a story led approach, on embedding language, and building on the children’s experiences. Emphasis is placed on teaching them the skills they need to be successful in their next stage of learning. • In our Nurseries, there is a strong focus on developing the Prime Areas of Learning and the Characteristics of Effective Learning. As a result, pupils leave our Nursery setting with well-developed play skills, self-confidence, awareness of the feelings of others and stronger communication skills. They are curious and independent learners who are confident to select and direct their own learning. This is evident in the progress our children make in the prime areas of learning and compared to their starting point. • In Reception, the Prime Areas of learning focus is maintained but an additional emphasis on developing the Literacy and Maths knowledge and skills. Pupils make accelerated progress in Literacy and Maths due to the strong foundations laid in Nursery in the areas of PSE, CLL and PD. They confidently make links in their learning, review what they have done and talk about ways to improve or change their work. • Our EYFS follows a book led approach, with the long-term plan ensuring all 7 areas of learning are sufficiently covered. There is a strong focus on linking learning to children’s own experiences as well as events and festivals throughout the year. The texts are carefully chosen to reflect the children’s interests as well as providing them with a variety of genres. We also ensure a balance between simple, repetitive stories they can retell as well as language rich texts along with non-fiction books, poems and rhymes. • Work in all aspects is assessed using the online ‘Evidence Me’ tracker and regular individual, verbal feedback and Next Steps shared with parents to support progress. In Reception, some written work is done in books (more so towards the end of the year). • Learning Journals (with photos and comments) are shared with the parents at the end of each month so that parents can support the next steps at home. To also support the small steps, individual ‘Next Steps’ are sent home throughout a month to share those small, achievable steps on an individual basis. • Class teachers use assessment to identify resource gaps and audit current provision to ensure resources are replaced as needed. This ensures that high quality resources are available for the children to maximise learning in all the curriculum areas. • Children in Reception and Nursery receive weekly PSHE lessons. Our PSHE curriculum is the SCARF curriculum and is progressive from school nursery into reception and beyond.

IMPACT:

- The EYFS lead and the school LMT undertakes regular monitoring of outcomes (through spending time in all settings, observing the role of the adult, the environment and monitoring of the 'Evidence Me' tracker). Lesson observations/Learning walks take place by members of the leadership team.
- Our staff work together to ensure that **progression** and **coverage** in each curriculum subject is **robust** through the continued development of the long-term plans. These plans reflect the children's interests and feed into the expectations of the **EYFS Curriculum**. Our curriculum is skills based and has been built around the EYFS development matters guidance.
- There is a well-defined assessment process which is used to track children's progress in each area. We use the '**Evidence Me**' **online tracker** to support with this. It is a research-based tracker that breaks down the **skills** and **knowledge** into 6 monthly milestones. There are exemplification materials to support our EYFS practitioners when making accurate and consistent judgements and identifying next steps for children.
- Assessment is used to inform **planning, make adaptations** to the provision and **guide interventions, or apply for external support where needed**.
- Assessment and observations provide **valuable feedback** in all areas of learning for individuals and support the feedback given to parents.
- **Parents/carers** are aware of the progress their child is making and can comment and **contribute** to their development through the online **Learning Journals** and **act on the Next Steps set**.
- Pupils in our EYFS consistently achieve GLD in line with the local and national average.

And most importantly.....happy, safe and healthy children.

- Policy reviewed March 2023
- Policy update due March 2024

Admission Criteria for EYFS



Early Years Foundation Stage 2023-2024

Little Earth Nursery

If we are oversubscribed, the following admission criteria will be applied in the following order of priority for the different setting:

Places will be offered on a first-come, first-served basis if there are spaces available within the setting.

1. Children currently attend and wish to increase their sessions.
2. Looked After Children - Pupils who are in public care (children 'looked after') or pupils who were previously looked after but ceased to be so because they became adopted or became subject to a child arrangements or special guardianship order immediately following having been looked after.
3. Children who have siblings attending the school at the time of admission.
4. Children of staff working at Old Earth School.
5. Other children based on proximity to school.

School Nursery:

Places will be offered on the following criteria:

1. Looked After Children - Pupils who are in public care (children 'looked after') or pupils who were previously looked after but ceased to be so because they became adopted or became subject to a child arrangements or special guardianship order immediately following having been looked after.
2. Children who have siblings attending the school at the time of admission.
3. Children of staff working at Old Earth School.
4. Other children based on proximity to school.

30 Hours: Useful Information

- Children will be offered their Universal 15 Hours at school nursery (3 and 4 year entitlement).
- If school nursery is not full then the additional 15 hours (of the 30 hour offer) will be allocated at the school nursery. The places will be offered in order of their DOB, oldest first. Any requests for less than 15 hours will be allocated at Little Earth.

Reception Class:

This policy is in line with Calderdale MBC's co-ordinated application procedure.

1. Looked After Children - Pupils who are in public care (children 'looked after') or pupils who were previously looked after but ceased to be so because they became adopted or became subject to a child arrangements or special guardianship order immediately following having been looked after.

2. Siblings - Pupils who have a brother or sister (including step/half brothers and sisters) permanently resident in the same household and who will be at school at the start of the academic year.
3. Children of Staff - Children of members of staff who have been employed at the school for a minimum of two years, or where the school has a specific skill requirement.
4. Designated Catchment - Pupils living within the defined catchment area (see map)
5. Outside designated catchment area (Nursery Priority) - Pupils who have accessed their 15 Universal Government Funded hours at either Old Earth School Nursery or at Little Earth Nursery at the time the application is processed.
6. Outside designated catchment area (Other Children) - All other pupils based upon home to school proximity.

Note: Where there is oversubscription within any category, priority for places will be determined by proximity of the child's home to the school. Distance will be calculated using a straight line measurement from the pupil's permanent home to the closest designated school gate. If an application misses the set deadline, all other applications will be allocated and then late applications will follow the admissions policy.

- Policy reviewed March 2023
- Policy update due March 2024

Admission Information to Old Earth



Early Years Foundation Stage/Out of School Club 2023-2024

Little Earth Nursery:

At Little Earth Nursery we take children from the age of 2 to 4 years old. This is a funded or paid service, where parents/carers have the choice of days and morning/afternoons sessions and the option of adding a mid-day session (which includes a hot meal).

Toilet training is not essential as changing facilities are available for children. The nursery sessions start at 8.50am until 11.50am or 12.10pm until 3.10pm. The sessions are available in 3 hour blocks with a 20 minute lunchtime from 11.50am until 12.10pm.

See booking brochure for times of sessions. If sessions are full, the child will be added to a waiting list.

Out of School Hours/Holiday Club:

The OOSC and holiday club take children from 2 years old to 11+. See the booking brochure for times and prices of the sessions. If sessions are full, the child will be added to a waiting list.

School Nursery:

The school nursery has one annual intake in September. The sessions are on a fixed basis:

- **Nursery A** - All day Monday and Tuesday plus Wednesday morning (8.50am to 3.10pm Mon/Tues & 8.50am to 11.50am Wednesday)
- **Nursery B** - Wednesday afternoon all day Thursday and Friday (12.10pm to 3.10pm Wednesday & 8.50am to 3.10pm Thurs/Fri)

A Qualified teacher and a qualified Nursery Nurse deliver the nursery sessions. Please see the admissions criteria for School Nursery.

Note: A School Nursery/Little Earth Nursery place does not guarantee a main school place in Reception class.

Reception Class:

The children enter the Reception class the year in which they turn 5. Places are allocated on a full time basis from September. Please see the Calderdale Council website for criteria for main school admissions. www.calderdale.gov.uk/admissions

When a child starts at any of our settings Parents/Carers MUST fill in the relevant information:

1. 'Child Registration Form' including emergency contact details and home details.
2. 'Medical Forms' including allergies, dietary requirement etc. which we need to be aware of.
3. 'Health Care Plans' will be completed for long term conditions e.g. asthma/allergic reactions/other medical needs.

All information **MUST** be received before the child is left at the setting alone. Please check that all parts of the forms are complete.

- Policy reviewed March 2023
- Policy update due March 2024

Curriculum Policy



Early Years Foundation Stage 2023 - 2024

'Every child deserves the best possible start in life and support that enables them to fulfil their potential'

Taken from the statutory framework for the Early Years Foundation Stage
(September 2021)

The Foundation Stage at Old Earth adopts the 7 areas of learning:

Prime areas of learning:

- Communication and Language (Prime)
- Physical Development (Prime)
- Personal, Social and Emotional Development (Prime)

Specific areas of learning:

- Literacy (Specific)
- Mathematics (Specific)
- Understanding the World (Specific)
- Expressive arts and Design (Specific)

The areas of learning and development are implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities, providing the children with the **'awe and wonder'** through the 7 areas of learning.

Play is essential for a child's development, building their confidence as they learn to explore, to think about problems, and relate to others.

In Reception and as children grow older, and as their development allows, it is expected that the balance will **gradually** shift towards more activities led by the adults.

In the Foundation Stage we aim to provide exciting, stimulating topics that will engage our children and support their lifelong learning. Staff plan to ensure that our children have the **knowledge** and the **skills** that come next in their lives.

- Policy reviewed March 2023
- Policy update due March 2024

Assessment Policy



Early Years Foundation Stage 2023 - 2024

‘Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support’

EYFS Statutory Framework Page 18

The Foundation Stage at Old Earth will assess the 7 areas of learning of the child’s development through individual profiles using the Evidence Me development tracker system.

Prime areas of assessment:

- Communication and language (prime)
- Physical development (prime)
- Personal, social and emotional development (prime)

Specific areas of assessment:

- Literacy (specific)
- Mathematics (specific)
- Understanding the world (specific)
- Expressive arts and design (specific)

The Learning and Development check which takes place between the ages of 2 – 3 years informs parent/carer about the ‘Prime Areas of Learning’ so that parents have a clear picture of their child’s progress and how they learn. Learning Journeys are available on online via Evidence Me which shares your child’s next steps and celebrates their achievements.

Assessment across the Foundation Stage is consistent from Little Earth through to the end of Reception at Old Earth – see EYFS assessment grid.

- Policy reviewed March 2023
- Policy update due March 2024

Lost or Missing Child Policy



Early Years Foundation Stage/Out of School Club 2023-2024

Aim: Our aim is to ensure that all children are safe. However, the following procedures MUST be followed if a child goes missing:

1. Inform the Head Teacher/Assistant Headteacher/Setting Manager ASAP who will take responsibility of the situation.
2. All staff members will be informed about the missing child in a calm manner and will be asked to look for the child within the setting and the outdoor environment. The setting mobile will be taken by staff whilst off the premises.
3. The children will be gathered for a story session (including head count) whilst staff are redeployed to search for the child.
4. Staff at school e.g. the Head Teacher/ Assistant Headteacher will be informed to assist in the situation and support staff ratio. This will ensure the safety of the other children.
5. Following a search of the indoor and the outdoor area of the setting and the immediate proximity to the building, and if the child is not found, then the Police will be informed by a 999 call. This will be carried out by: A senior staff member e.g. Head Teacher/ Assistant Headteacher /Setting Manager/Deputy/Level 3 in charge.
6. Once the Police have been informed the senior staff member who has been in contact with the police will then ring the parents/carers.
7. Staff will continue to search for the child until advised otherwise by the Police, by then the Police will take control of the situation.
8. If the child has been found staff will be asked to complete a written report with the facts of the incident, which should be given to the Head Teacher/ Assistant Headteacher /Setting Manager, who will decide whether further action is required.
9. Head Teacher will inform Ofsted in writing of the incident including the outcome.
10. Following the incident a full risk assessment should be carried out to ensure that the situation does not occur again.
11. If a child is on the Out of School Club register and does not meet at the designated area, staff with check at the main school office/class teacher if they have attended school that day. Parental contact will also be made.

- Policy reviewed March 2023
- Policy update due March 2024

Phonics and Early Reading Policy



Early Years Foundation Stage 2023-2024

The context of our school

Old Earth is a 2-form entry in Elland. We take children from the age of 2 years old through to 11. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Old Earth, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Old Earth, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Old Earth, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at **Old Earth** and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term.
- The school library is made available for classes to use at protected times. It must be booked via the school booking system. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

- Policy reviewed March 2023
- Policy update due March 2024

Early Education Funding (EEF) & Attendance Policy



Early Years Foundation Stage - Little Earth & School Nursery 2023-2024

Early Education Funding

Government funding is available for identified 2 year old children (2YOO) who meet the Criteria set by Calderdale MBC – www.calderdale.gov.uk – search for ‘2 year funding’. This is for up to 15 hours per week and can be accessed at Little Earth on a flexible basis, subject to availability.

All children (aged 3 and 4 years) are entitled to 15 hours per week of Universal Government funding ‘Early Education Funding’ (EEF) the term after their 3rd birthday. Some working families may also be entitled to up to 30 hours of funding. Follow the link below to check eligibility:

<https://www.childcarechoices.gov.uk>

Little Earth offers nursery sessions on a flexible basis and the School Nursery offers two choices, see below:

- Nursery A - All day Monday and Tuesday plus Wednesday morning (8.50am to 3.10pm Mon/Tues & 8.50am to 11.50am Wednesday)
- Nursery B - Wednesday afternoon all day Thursday and Friday (12.10pm to 3.10pm Wednesday & 8.50am to 3.10pm Thurs/Fri)

The funding at Old Earth is term time only and for a maximum of 38 weeks per academic year. Funding is only available during the 3 hour Nursery Sessions. The setting applies for funding on a termly basis therefore amendments to the child’s hours can only be made at Christmas or Easter, subject to availability.

Cancellation

The notice period for cancellation of places is 4 weeks and must be received in writing.

Attendance

Attendance is taken seriously and a minimum of 75% is the aim for all children. Anything below this will trigger the following actions:

1. Non-attendance: Where no regular pattern of absence is evident, but a child regularly misses at least one session per week, the parent/carer will be contacted by AH/JH to establish a reason for the absence. Parents/Carers will be informed that their funding may be at risk.
2. Non-attendance for 2 weeks: AH/JH to contact Parent/Carer and have an informal chat to see what is preventing the child from attending the sessions.
3. If a further 2 weeks have been missed (4 in total) then the Parent/Carer will be invited into to school to meet with relevant staff (including Head Teacher) to discuss the concerns about the child’s progress and the implications this could have in the future e.g. loss of place/funding

➤ Policy reviewed March 2023

➤ Policy update March 2024

Payment Policy



Early Years Foundation Stage/Out of School Club 2023 – 2024

All Parents/Carers are agreeing to follow the guidelines below when paying the fees for Little Earth/School Nursery/Out of School Club.

Out of School Club From September 2022 invoices are raised on a termly basis, with the amount being divided into equal payments (see below). Where siblings are in either School Nursery or Little Earth Nursery the invoice for the older sibling will be included on the Nursery Invoice, which is raised on a termly basis. **N.B.** This booking continues until a child finishes at Old Earth School in Year 6, unless any amendments are made either by parents or Old Earth.

School Nursery and Little Earth Day Nursery Invoices are raised on a termly basis and are divided into equal monthly payments for 2022/2023 this is as follows:

Autumn Term 2022	(September to December)	-	4 payments
Spring Term 2023	(January to March)	-	3 payments
Summer Term 2023	(April to July)	-	4 payments

Payments – Payments are to be made by the 10th of each month' (with the exception of September and March, when the first payment should be made immediately upon receipt of the invoice). A monthly reminder is put in the School Newsletter the week prior to the 10th. Reminders are sent out if payments have not been made, in line with the 'Late Payment' see below.

Payment Methods - any of the following:

- Standing Order/Faster payments (preferred method) using details below:
Yorkshire Bank Account name: **Old Earth School**
Sort code 05-04-49 **Account Number: 70394499**
Ref: LE then Your Child's Name
- Childcare Vouchers – please contact Anne Handscomb for further information
- Tax Free Childcare – check if you are eligible at:
<https://www.childcarechoices.gov.uk/>

Please note:

ParentPay – OOSC/Nursery fees cannot be made this way

Late Payments - If payment is not received by the 10th of the month (with the exception of September & January – due to return to school dates) then the following steps will be taken:

- **Step 1** An e-mail will be sent out on the 15th of the month which will include a £15.00 late payment charge in addition to the outstanding fee. This will also advise that payment should be made by the 19th of the month.
- **Step 2** A further e-mail will be sent if no correspondence or payment has been received by 20th of the month advising that the place at Little Earth/School Nursery/Out of School Club will be suspended with effect from the 1st of the following month.
- **Step 3** A final e-mail will be sent on the 1st of the month advising that the place has been re-allocated and that small claims procedures will be implemented to recover the debt.

Please note – The 15/30 hours ‘**Government Funded Sessions**’ are protected and only additional paid sessions will incur the above action.

Additional Charges

- Late collection/pick up (Out of School Club only) – a fine of £10 will be charged for late collection and a further £2.50 per minute for every minute after 6.15pm.
- Administration charge – Little Earth reserve the right to levy a £10 administration fee for amendment to sessions etc. that are not in line with our Cancellation/Amendment policy

Holidays & Non Attendance - Any holidays or non-attendance during term-time for booked sessions will be charged at the normal rate. This includes un-authorised/authorised absences and sickness.

School Residential Trips – If your child is on a school residential trip (Y4, Y5 & Y6) it has been assumed that he/she will be absent from the OOSC on the day of departure and return. Therefore you will only be charged 50% of the fees, in order to retain their place.

Cancellation of Places - A child’s place at Old Earth Nursery/Little Earth Nursery/Out of School Club can only be cancelled by either party with a four (4) week written notice. Any funded sessions can only be cancelled in line with the EEF Policy.

Old Earth Holiday Club

- The Holiday Club is open throughout each school holiday, with the exception of Public or Bank Holidays, Christmas Eve and days between Christmas and New Year.
- Full payment is made at the time of booking.
- Cancellation of places will be charged in full following the booking deadline as staffing levels will have been set accordingly.
- All outstanding balances must be cleared in order to make a booking.
- Additional sessions may be booked during the holiday club directly with staff, subject to staffing levels at the time.

- Policy reviewed March 2023
- Policy update due March 2024

Accident/Injury Policy (includes serious accidents)



Early Years Foundation Stage/Out of School Club 2023-2024

All staff must comply with the following guidelines when a child has sustained an injury or had an accident whilst in their care.

- The Head Teacher **MUST** notify OFSTED within 14 days. The Early Years Compliance will be used to define serious injuries as stipulated by Ofsted
- Nikki Wood (Senior EY & Childcare Officer) or Kathryn Norris, Quality Improvement Officer will be informed of a **serious** accident/injury to a child or the death of any child in their care.
- A full critical report of the accident **MUST** be completed.
- There must be always at least 1 person on the school premises that is paediatric first aid trained (this also includes outings/trips).
- First Aid Training is approved by Calderdale and consistent with guidance within the Early Years Foundation Stage.
- First Aid/Paediatric training will be renewed every 3 years.
- A first aid box must be available with the appropriate content and restocked weekly.
- Staff must keep a record of accidents and first aid treatment administered, and parents/carers must be informed of any accident/injury sustained whilst in their care – see accident/injury form attached.
- Staff will use the 'Existing Injuries' to log **significant** concerns regarding a child's injury as they arrive at the setting. See pro forma and log on CPOMs.
- A parent/carers will be contacted by telephone if the injury/accident is of concern to staff (Inc. first aid).
- Evaluations are made on a termly basis in order to identify any trends or reoccurring causes of injury which are fed back at staff meetings.
- Parents/carers sign parental consent so that their child can receive emergency medical treatment on the 'Child Registration Form' if an accident/injury occurs.
- All policies are available in the main entrance for parents/carers. Several policies are displayed, shared at induction and sent home where necessary.

- Policy reviewed March 2023
- Policy update due March 2024

Illness/Emergency Procedure Policy



Early Years Foundation Stage/Out of School Club 2023-2024

Aim: Our aim is to ensure and promote good health so that all children and staff are protected from infectious illnesses and other infections. All pre-existing medical needs and illnesses will be recorded on a Health Care Plan.

- Staff must be aware of the different types of infections/illnesses so that appropriate action can be taken – see guidance from **Public Health England**.
- Public Health England - 0113 386 0300 (Leeds office) or 0151 909 1219 (out of hours)
- If a child needs to be excluded from school due to the illness/infection then a member of staff must contact/speak to the parent/carer and discuss their concerns.
- A copy of the 'Guidance on infection control in schools and other child care settings' will be displayed for parents to refer to if necessary on the notice board.
- The Head Teacher **MUST** notify OFSTED and the local protection agencies of a **serious** illness/infection to a child or the death of a child in their care. This is a legal requirement.
- If a child develops symptoms of one of the illnesses on the attached information or any other worrying symptoms, then a member of staff must seek advice from the 'Paediatric' first aid trained member of staff and contact parents/carers or other emergency contact to collect the child as soon as possible.
- If there is an emergency whereby a child is taken to hospital in an ambulance then a member of staff must stay with the child until the parent/carer arrives. School will be informed in order to cover ratios during term time.
- All contracted staff have attained paediatric first aid training and are clearly aware of children with health care plans therefore staff are trained to deal with the emergency in hand.
- Parent/Carer to complete the child registration form to state that staff can give emergency first aid treatment/be taken to hospital by ambulance.
- It is the Parent/Carer's responsibility to update any changes to the emergency contact details. (For both Old Earth School and Little Earth)
- For serious infections/notifiable diseases within the setting a letter will be sent to **all** parent/carer either by hand or through the post.
- All children with pre-existing medical needs will have a comprehensive Health Care Plan prior to starting at the setting which includes emergency procedures. All staff will read and sign each Health Care Plan.
- A list of all children with allergies/medical illnesses will be displayed in the setting.
- Policy reviewed March 2023
- Policy update due March 2024

Medication Policy



Early Years Foundation Stage/Out of School Club 2023-2024

Aims: Our setting promotes the good health of children and staff, therefore, appropriate measures is taken when children and staff are ill and/or taking medication.

The following guidelines must be followed prior to any child being given medication:

- Parent/carer must complete the attached medication form prior to any medicine whether prescribed or non-prescribed being administered by a member of staff.
 - The medication form must be kept as a record by the setting.
 - Parents can sign the declaration for a maximum of 5 days and then a further discussion and a new medication form must be completed. If it develops into a long term medical need, then a health care plan needs completing.
 - If a child needs daily medication then a '**Health Care Plan**' needs to be completed with parent/carer - see Health Care Plan proforma. Parents/carers are responsible for updating the health care plan if information changes. Where required, training by a qualified health professional will be given. All members of staff must see and sign a copy of any child's Health Care Plan.
 - Medicines will be kept in a locked cupboard (or fridge) stating the child's name and dosage.
 - The medication form will be kept in the kitchen area (Little Earth Only) labelled: Who needs medicine today?
 - Staff must refer to the medication form completed by parent/carer prior to administering the medication and sign, date and complete the necessary paperwork. This will be witnessed.
 - If a child refuses to take their medication then a courtesy call or email will be made to parents. Staff will not force a child to take medication.
 - If there is a 'medical emergency' staff will refer to the Health Care Plan and/or dial 999 and inform parents.
 - All medicines must be in original packaging and in date. NB This includes inhalers to clearly show the expiration date.
 - Staff will inform parent/carer of possible side effects following the administration whilst at the setting e.g. a rash/sickness etc.
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- Policy reviewed March 2023
 - Policy update due March 2024