



**Mission Statement**  
 “A Caring Christian Family Where We Grow Together”

## EYFS Policy

**Effective Date:** 01/04/2017

**Review Date:** September 2025 Annual

| Review Date | Signed Head Teacher | Signed Director RCSAT |
|-------------|---------------------|-----------------------|
| 13/09/2018  | <i>J L Jackel</i>   | <i>P. Bartlett</i>    |
| 26/09/2019  | <i>J L Jackel</i>   | <i>P. Bartlett</i>    |
| 16/06/2020  | <i>d m Badger</i>   | <i>P. Bartlett</i>    |
| 30/09/2021  | <i>d m Badger</i>   | <i>P. Bartlett</i>    |
| 30/09/2022  | <i>d m Badger</i>   | <i>P. Bartlett</i>    |
| 30/10/23    | <i>d m Badger</i>   | <i>P. Bartlett</i>    |
| 30/09/2024  | <i>d m Badger</i>   | <i>P. Bartlett</i>    |

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|---------------------------------|-----------------------------|
| Persons Responsible for Policy: | Executive Headteacher RCSAT |
|---------------------------------|-----------------------------|



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|---------------|-----------------------------|
| Approval Date | 01/04/2017                  |
| Signed:       | Director RCSAT              |
| Signed:       | Executive Headteacher RCSAT |

## 1. Policy Statements

- 1.1. The Rural Church Schools Academy Trust (RCSAT) is committed fully to the welfare of each child. Care and attention is given to each stage of the individual's transition to, through and beyond the school.
- 1.2. The RCSAT will promote the smooth transition of children from nursery/playgroup to school.
- 1.3. The RCSAT will work to prevent and alleviate stress in the learning environment.
- 1.4. The RCSAT will promote continuity of teaching and learning.

## 2. Implementation

- 2.1. The RCSAT delegated the responsibility for the implementation of this policy through written procedures to the Executive Headteacher and named staff.

## 3. Key Principles

- 3.1. The collection of information prior to the children starting in a new setting will be in cooperation and partnership with parents, existing staff, receiving staff and, if age appropriate, with the child.
- 3.2. Discussions and collection of information will focus on the whole child and not just child development or academic achievement, i.e. routines, interests, family unit, relevant medical information alongside any additional needs.
- 3.3. Timescales for transition are variable to meet the individual needs of the child.
- 3.4. Other relevant information, e.g. social care issues, special educational needs, looked after children etc. (all compliant with Data Protection Act) will be shared on a 'need to know' basis.

## 4. Transition for all EYFS new starters. The school will establish procedures to ensure that:

- 4.1. There are meetings with new parents prior to their child attending,
- 4.2. An Information pack (including prospectus) is given to all parents,
- 4.3. There is an exchange of information for new children to school,
- 4.4. There are familiarisation tours of the school,
- 4.5. There are communications between reception and nursery/preschool staff to exchange information/records,
- 4.6. The EYFS teacher will visit and meet/work with nursery/preschool children prior to transition.
- 4.7. Staff will arrange home visits for children who have not previously attended a nursery or preschool
- 4.8. Nursery/preschool children will have arranged visits to reception class and teacher/support staff,
- 4.9. There will be a welcome meeting for Reception parents and pupils,
- 4.10. Children will attend school full time from September, shorter days for individuals can be arranged during the transition period, if required,
- 4.11. At the end of September Reception parents will be invited to a further information meeting.
- 4.12. In November Reception parents will be invited to a phonics meeting