



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

## EYFS Policy

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

**Review Date:** September 2021 Annual

Review Date	Signed Head Teacher	Signed Director RCSAT
13/09/2018		
26/09/2019		
16/06/2020		

Persons Responsible for Policy:	Executive Headteacher RCSAT
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 from external Nurseries/ Playgroups. 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/playgroup staff to exchange information/records,
- 4.6. The Reception teacher will visit and meet/work with nursery/playgroup children prior to transition,
- 4.7. Nursery/playgroup children will have arranged visits to reception class and teacher/support staff,
- 4.8. There will be a welcome meeting for parents and pupils,
- 4.9. Children will attend school full time from September, shorter days for individuals can be arranged during the transition period, if required,
- 4.10. At the end of September parents will be invited to a further information meeting.