

Avant Park School Early Years Foundation Stage Policy

Reviewed February 2024

Risk Assessment – updated – September 2023 (Snack and lunchtime and First Aider onsite have been added to the daily risk assessment – February 2024)

Observation and Assessment

Formative assessment is at the heart of our Early Years practice. Observations are recorded in a variety of ways; photographs, written notes, children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are working at a stage which is emerging or expected in the Early Learning Goals (ELGs) for the seven areas of learning and development. Families will be informed if their child is exceeding in an area and the class teacher will discuss how we can support them further.

Assessment is inputted on Arbor regularly in line with the Trust's data drops deadlines. The Reception Baseline Assessment (RBA) is used to gauge the starting point of children on entry to the school. This short assessment, will be taken in the first month in which a child starts reception. Children will also be assessed half-termly in Phonics to closely monitor their progress.

Inclusion/ Special Educational Needs

All children and their families are valued at the school. Children are treated as individuals and they all have equal access to our daily provision. The broad and differentiated nature of our planning means our plans are flexible to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background.

Early identification of special needs is crucial to enable staff to support the development of the child. Concerns are always discussed with parents at an early stage and the school's Special Educational Needs Coordinator (SENCO) or Inclusion Manager is called upon for further information and advice from external agencies.

In order to accommodate children's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all children in the spirit of inclusion.

Role of Key Person

Every child in the EYFS is allocated a key person; a member of staff who has special responsibility for the education and welfare of a particular group of children. For Reception children, their Key Person will be their teacher.

The Key Person will:

- Develop secure trusting relationships with key children and their parents/carers

Annex

Annex 1 – EYFS RISK ASSESSMENT



Avant Park School

EYFS Risk assessment

Daily Checklist

Indoor Risk Assessment

Outdoor Risk Assessments:

Mud kitchen and digging patch

Climbing equipment and free standing equipment

Wheeled toys

Growing beds/vegetable gardens

Sand and water

Bug hotel

Daily Safety Checklist

Item	Details	Tick or Comment
OUTDOOR		

Benefit Risk Assessment: Indoor Activities

Prepared by: Date:

Activity/Hazard	Benefit	Risks	
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Risk Matrix

Benefit Risk Assessment: Climbing equipment and free standing play equipment

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)				Elimination/ Control methods	Who/When	Progress
				L	M	H	E			
Tyres	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play/ using the tyres for planting/rolling/exploring their different textures.	Falling from a height, slipping on equipment/ingesting soil when planting.		N/A	N/A	N/A	N/A	All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. Equipment checked for stagnant water and tyres are regularly checked.	Staff and children	

Benefit Risk Assessment: Wheeled Toys

Prepared by: Date:

Activity/Hazard	Benefit
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Growing own
food to cook in
the
environment

Scientific knowledge of
plants and growth cycles.
Understanding about
environmental issues.
Cooking and tasting a
variety of home-grown
foods.

Allergic reaction
to foods.


Benefit Risk Assessment: Sand and Water

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)				Elimination/ Control methods	Who/When	Progress
				L	M	H	E			
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.						Talk to the children about playing together in the sand and use the rhyme – 'the sand stays down low or out you go' Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children	
Slipping on loose sand around the pit	Children benefit from playing in a large sand pit and connecting with the material.	Children slip and injury themselves on loose sand surrounding the pit.						Adult to model how to empty sand from wellies, into the sandpit. Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.	Staff	

Water	As above	Water is dirty or contaminated						All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water, then trays need to be washed before they are refreshed.	Staff then children	
Water toys	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated.						Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children	
Sprays/bubbles	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.						Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	

Benefit Risk Assessment: Bug hotel

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)
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<p>Insect Sting</p>		<p>A bee or wasp sting may cause a large swelling at the site of the sting. This is not dangerous provided that the sting site is not on the face or in the airway that might be obstructed by the swelling. A few people (less than 0.5% of the U.K. population) may experience a severe, generalised allergic reaction known as anaphylaxis. The bee leaves its stinger (with venom sac attached) in the victim. Because it takes a few minutes for all the venom to be injected, quick removal of the stinger is important and can be done with one quick scrape of the fingernail.</p>				<p>Wear shoes at all times when outdoors.</p> <p>If a bee or wasp comes near, do not try and swat the insect but move away slowly and calmly.</p> <p>If the insect lands on you, try not to panic. Keep calm and be patient. The insect will usually fly away after a few seconds</p>	<p>Stay calm Send for the first aider on duty giving the name of the pupil and class.</p>	
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